

2021 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 2021 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 07 March 2022 at 04:34 PM by Laurel Donaldson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 09 March 2022 at 08:58 AM by Leigh Edmonston (School Council President)

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 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').

About Our School

School context

Alfredton Primary School Philosophy.

At Alfredton Primary School we value 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. We believe positive relationships within the school community, are central to developing effective learning partnerships. Relationships, Respect and Responsibility are the underpinning core values of our learning community. We support our students to set and achieve academic and social goals. We are committed to developing our skills in order to activate a passion for learning. Teacher excellence focuses on the aspects of high expectations and students' accountability. Excellent teachers present curriculum content to children that they retain and is purposeful. Children develop pride in their work. Children are highly motivated and are actively engaged in their learning.

School values

Our School Vision Is:- Every child will flourish with time, effort and support

Our school values support our vision:

**Teachers effectively reinforce and model the 3 Rs. Respect, Responsibility and Relationships and the expected behaviours.

RESPECT. RESPONSIBILITY. RELATIONSHIPS.

and we demonstrate them when:

We RESPECT:

- Individual Differences.
- Ourselves
- Cultural diversity
- Other's opinions
- Other's feelings
- property

We take RESPONSIBILITY FOR:

- Our behaviour
- Our actions
- Our attendance
- Our learning
- Our belongings
- Our dress code
- Our school
- Our environment
- Doing our best

We build RELATIONSHIPS With each other by:

- Being honest & trustworthy
- Caring about the feelings of others
- Treating others fairly
- Being good mannered
- Resolving differences calmly

INTENT, RATIONALE AND FOCUS:

The school aimed to reduce the across class variance of the teaching of literacy and numeracy to ensure greater consistency.

To optimise the learning outcomes and learning growth for all students (F – 6) in Literacy and Numeracy.
To improve student engagement, voice, agency and leadership in learning.
To continue to develop healthy, happy and resilient students.

Suggested FISO high-impact improvement initiatives for this goal

The School aimed to maintain its high performance but focus on specific areas:-

- English and Mathematics, particularly improving writing in Years 3 and 5.
- High impact teaching strategies.
- Student voice, agency and leadership.
- Students setting high expectations for their learning.
- Community engagement in learning, with a particular focus on parents and carers as partners.

SCHOOL

WORKFORCE:-

42.18 FTE Staff.

SFO & ENROLLMENTS:-

SFO:-0.4372

SFOE:- 0.3718

533 enrollments

Students funded by the Programs for Students with Disabilities:-

Level 2=5.3. Level 3= 9.8

Framework for Improving Student Outcomes (FISO)

KIS 1.a

Review the Alfredton Primary School Instructional Model to ensure consistent implementation to meet the individual learning needs of all students.

KIS 1.b

Evaluating impact on learning

Build teacher capability to interpret and utilise data with a range of formative assessment strategies to teach to a student's point of learning.

KIS 2.a

Empowering students and building school pride

Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning.

KIS 3.a

Health and wellbeing

To continue to create opportunities for all students to strengthen their resilience through existing social and emotional initiatives.

KIS 3.b

Health and wellbeing

To enhance student resilience by embedding the Respectful Relationships curriculum aligned to the school values and vision

Achievement

COVID related factors - periods of remote learning, lock downs and quarantine of 38 staff and 298 students had a significant impact on our expected gains during 2021.

However during remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Students were supported to identify their learning goals.

PLTs collaboratively planned units of work with a focus on differentiation

Staff established a targeted support program for students - tutor program

Teachers have ensured the extra time allocations of Literacy and Numeracy by streamlining work programs. Teachers have also made a concerted effort to more frequently integrate KLAs to ensure that Literacy and Numeracy allocations are met, while enabling access to broader curriculum areas for all students. Teachers have worked with students to co-develop learning goals and have used improving formative assessment processes to continually monitor learning against these goals. Further opportunities have been developed to allow students to have agency over their own learning by tracking, reviewing and updating learning goals.

The school's tutoring program was established early in the year, targeting students whose learning was negatively impacted during the previous year due to COVID-19. Targeted intervention was provided to groups of students across the school in Literacy and Numeracy. An 'exit' process was established, allowing students who had achieved the desired 'catch up' in their learning to be released from the program - allowing for more students to access the program.

PLT Inquiry Cycles have been further embedded across the school with a continuing focus on student outcomes and teacher practice. PLTs have implemented a variety of formative assessment strategies for monitoring the effectiveness of teaching within inquiry cycles. Within year level and individual planning documents there is ample evidence that many formative assessment practices have been maintained beyond inquiry cycles. Peer observations were undertaken during Semester 1 by teachers in Foundation - Year 2, with a focus HIT identified and reflected against. In Semester 2, Year 3-Year 6 teachers completed a 'remote observation' by viewing a colleague's Google Classroom instructional videos and reflected against a designated HIT.

2021 AIP NAPLAN Targets and Results

Relative Growth

Reading – State High Growth 24%

High growth 31% to 32% - High Growth 30%

Medium growth from 46% to 49% - Medium Growth 43%

(Decrease the low growth from 23% to 20%) – Low Growth 27%

Writing – State High Growth 24%

High growth 28% to 29% - High Growth 33%

Medium growth from 50% to 53% - Medium Growth 46%

(Decrease the low growth from 23% to 20%) – Low Growth 21%

Numeracy – State High Growth 25%

High growth 21% to 27% - High Growth 19%

Medium growth from 51% to 54% - Medium Growth 57%

(Decrease the low growth from 28% to 22%) – Low 24%

Benchmark Growth

Reading - State High Growth 27%

High growth from 28% to 30% - High Growth 26%

Medium Growth - from 48% to 55% - Medium Growth 51%

Writing – State High Growth 21%

High growth from 26% to 28% - High Growth 26%

Medium growth from 51% to 57% - Medium Growth 56%

Numeracy – State High Growth 22%

High growth from 19% to 25% - High Growth 15%

Medium growth from 58% to 60% - Medium Growth 63%

Engagement

Throughout the year, routines that promoted and strengthened the school/home relationships were thoroughly embedded, particularly in light of the necessity for remote and flexible learning. Teachers, parents and students utilised a variety of platforms to ensure ongoing dialogue, including phone, email, Google Classroom, Google Meets, Dojo, Flexi Schools, Newsletter etc. 'Pulse Checks' have been carried out on a much more regular basis, allowing teachers to monitor and assist with learning, well-being and engagement during remote learning periods. Lock downs and AEU bans led to insufficient meeting time for professional learning to build staff capacity to respond to student mental health and wellbeing needs.

Student attendance was monitored closely and administration staff had clear processes to follow up student absence. During the periods of remote and flexible learning, onsite programs were provided for vulnerable students and children of authorised workers, to maximise engagement in teaching and learning programs. The school prioritised funds to engage casual relief teachers onsite, ensuring programs were delivered consistently and aligned to the Google Classroom programs being delivered by classroom teachers.

Wellbeing

The school worked to ensure that the practices established in the first half of the year were monitored and sustained. The student welfare referral process and timetabling helped to streamline access to support from the school chaplain, and ensure greater equity of time for referred students. The School Chaplain and Assistant Principal had regular fortnightly meetings scheduled to track student progress and review the priority levels for student support. To further assist the chaplain to provide confidential support, the chaplain's office was re-located to another area of the school. This helped to reduce the number of incidental visits by students to the chaplain, whose classes were in close proximity to the previous office, which impacted on the students' engagement in their classrooms and the chaplain's ability to conduct sessions without interruption.

To further build a culture of support for mental health and wellbeing, our RRRR leader and two Acting Assistant Principals engaged in professional learning about the Berry Street Education Model. Supporting documents were attached in the mid-year review.

Student Voice and agency increased from 81% in 2019 to 82% in 2021

Due to the demands of several rounds of remote learning, participation in the Student Voice and Agency community of practice was limited. Professional learning around student voice and agency at whole staff meetings was also heavily impacted throughout the past 12 months.

Throughout periods of remote learning, teachers endeavoured to provide opportunities for students to have voice and agency in their learning through Google Form surveys, conferencing through Google Meets and other avenues.

ATToS Survey Results

- Student Voice and Agency: 56% positively endorsed
- Stimulating Learning: 73% positively endorsed
- Sense of confidence: 66% positively endorsed
- Effective teaching time: 81% positively endorsed.

POS results invalid and therefore progress against targets; (Effective Teaching from 82% in 2019 to 83% in 2021 Stimulating Learning increase from 84% in 2019 to 85% in 2021) could not be measured.

Students overall achievement results were very pleasing considering the disruptions they experienced. Insufficient response rates for POS to provide valid data was also a factor.

Finance performance and position

- Why the annual result was a surplus or deficit. Our surplus is a carry forward from previous surpluses and will be used in 2022 for staffing.
- Extraordinary revenue or expenditure items. \$52,244 on laptops, of this \$19,570 was reimbursed from DET for laptops given to students in the Bridging the Divide Program. Misty Adoniou PD - \$3500 Tree works \$7777. Parents and Friends fundraising money paid for smart tv's to replace broken smart boards - \$4373.04/Graduation filming - \$1500/Outdoor furniture - \$2400/Bike Racks - \$1876.
- Details of any contracts, agreements or arrangements entered into by the school council. Updated lease for a replacement photocopier with MAIA Finance.
- Sources of funding the school received, for example, equity funding, special grants or fundraising initiatives. Fundraising – Mini Fete/Walkathon \$7291/SRC Beanies \$1560/Bunnings Welfare BBQ and Wood Raffle - \$1911.85/Bulldogs Read Raffle \$215/Parents and Friends Fundraising - \$1088.53. We received 2 Sporting Grants – Gymnastics \$2900 and Golf \$2900
- Additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning (including allocated funding for future spending). Equity Credit \$52,950/Equity Cash \$53,261

For more detailed information regarding our school please visit our website at
www.alfredtonps.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.

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 533 students were enrolled at this school in 2021, 271 female and 262 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).

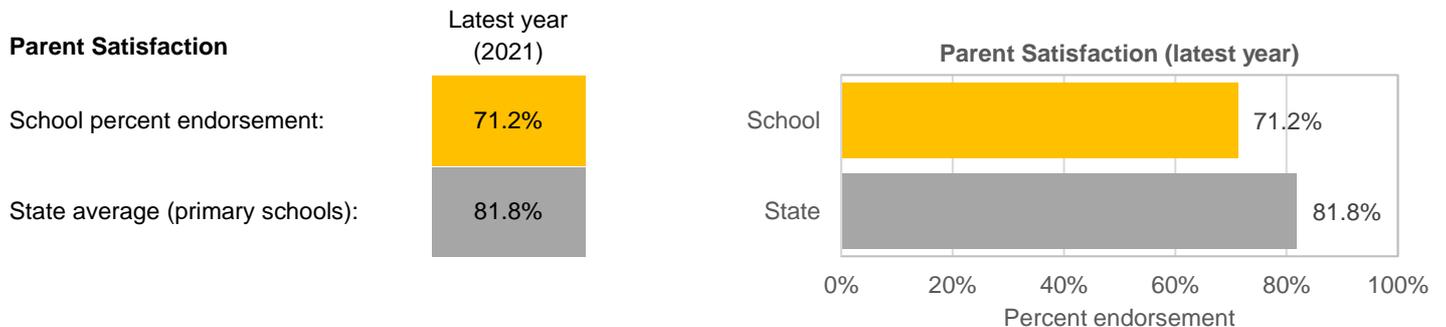
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

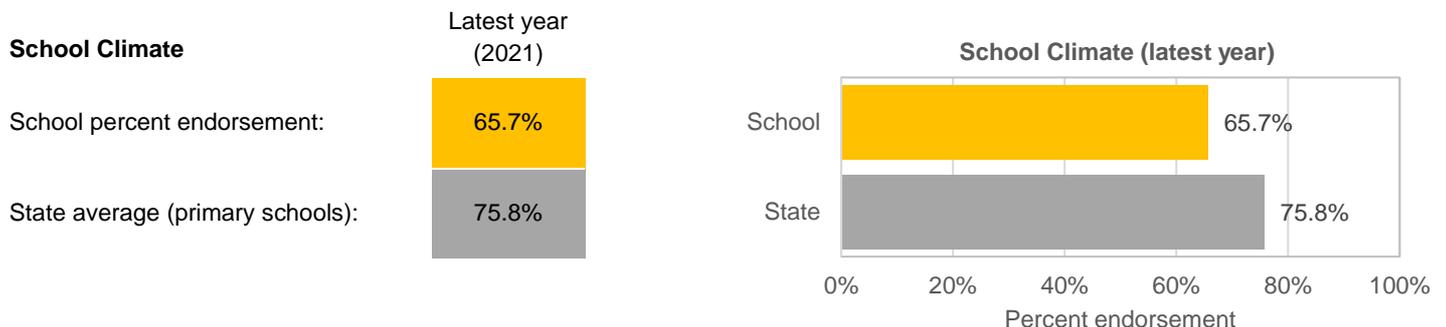


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

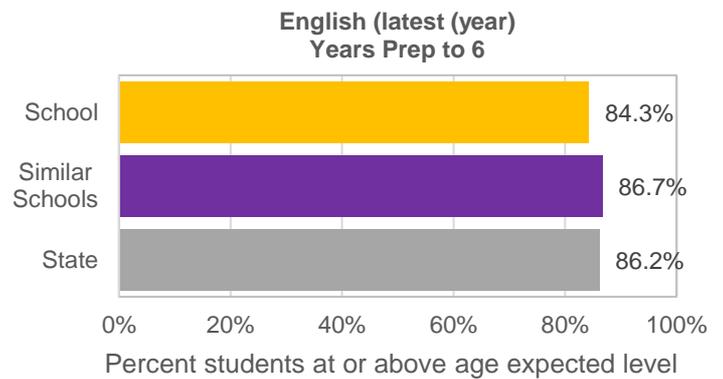
84.3%

Similar Schools average:

86.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

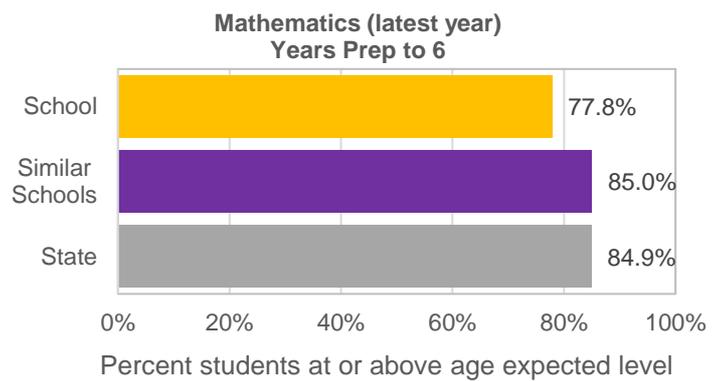
77.8%

Similar Schools average:

85.0%

State average:

84.9%



ACHIEVEMENT (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.

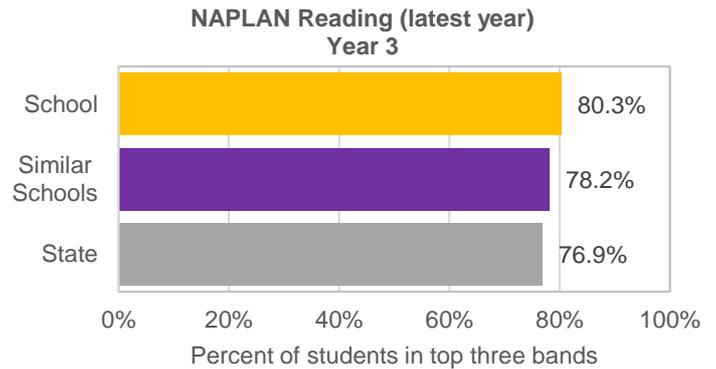
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

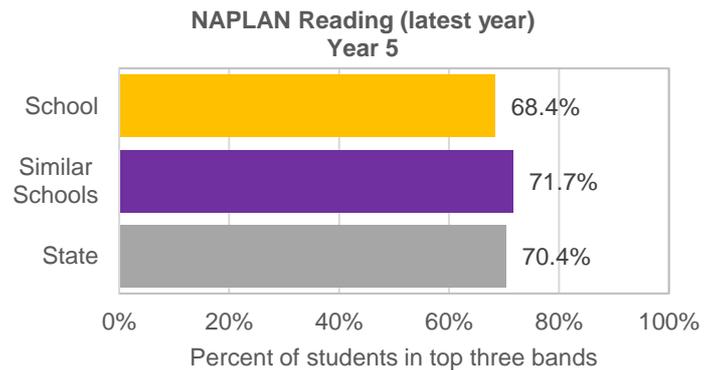
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.3%	78.7%
Similar Schools average:	78.2%	78.3%
State average:	76.9%	76.5%



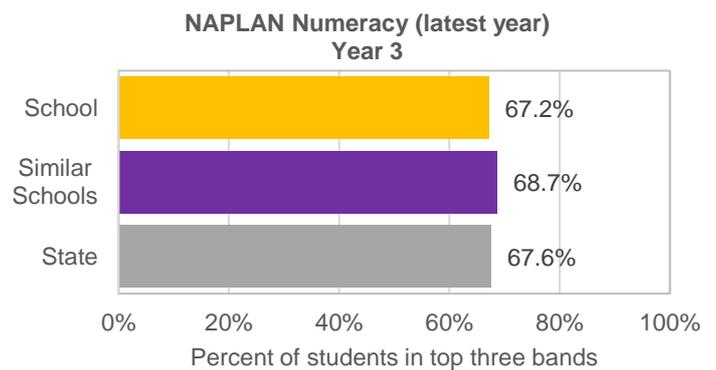
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	74.4%
Similar Schools average:	71.7%	69.1%
State average:	70.4%	67.7%



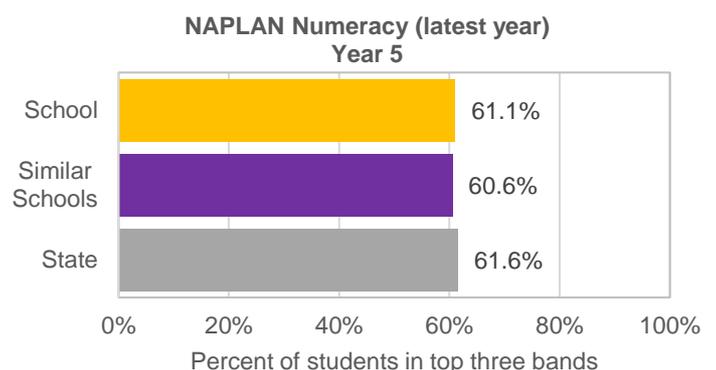
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.2%	67.4%
Similar Schools average:	68.7%	70.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	65.3%
Similar Schools average:	60.6%	59.4%
State average:	61.6%	60.0%



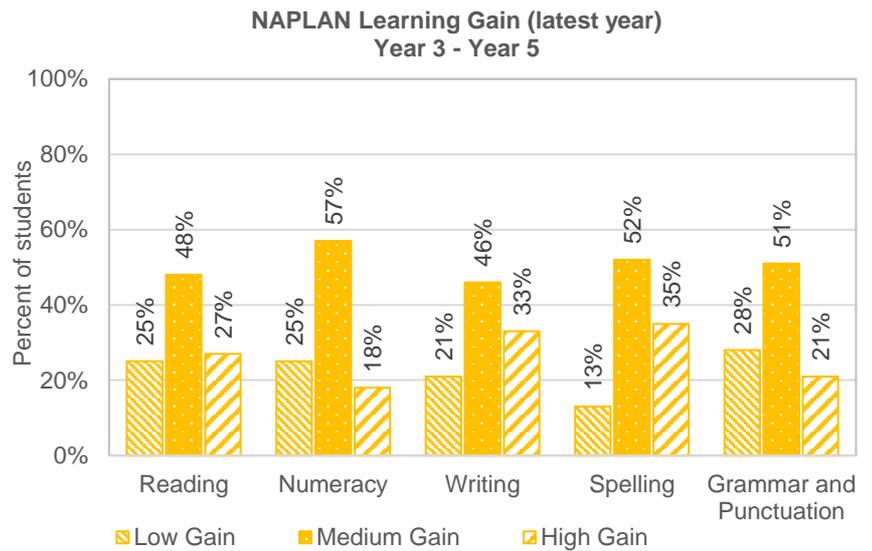
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	48%	27%	23%
Numeracy:	25%	57%	18%	23%
Writing:	21%	46%	33%	19%
Spelling:	13%	52%	35%	20%
Grammar and Punctuation:	28%	51%	21%	19%



ENGAGEMENT

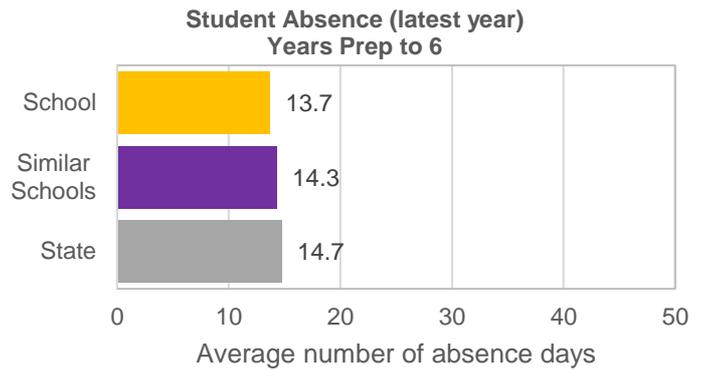
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.7	13.3
Similar Schools average:	14.3	14.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	94%	93%	94%	94%	92%	92%

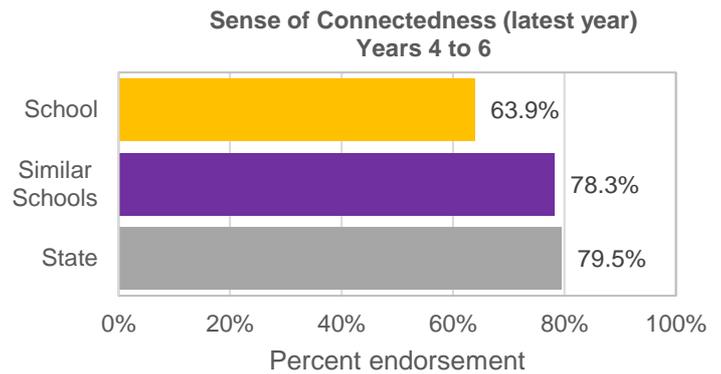
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	63.9%	70.0%
Similar Schools average:	78.3%	80.2%
State average:	79.5%	80.4%

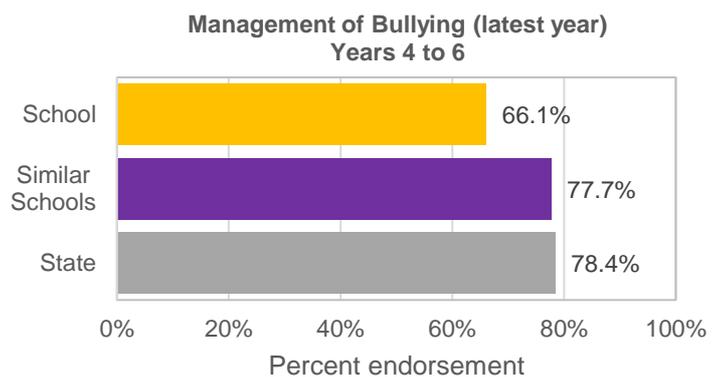


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.1%	70.9%
Similar Schools average:	77.7%	80.1%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,349,890
Government Provided DET Grants	\$911,836
Government Grants Commonwealth	\$12,755
Government Grants State	\$0
Revenue Other	\$7,892
Locally Raised Funds	\$205,215
Capital Grants	\$0
Total Operating Revenue	\$5,487,589

Equity ¹	Actual
Equity (Social Disadvantage)	\$106,211
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$106,211

Expenditure	Actual
Student Resource Package ²	\$4,177,780
Adjustments	\$0
Books & Publications	\$372
Camps/Excursions/Activities	\$145,655
Communication Costs	\$4,953
Consumables	\$90,523
Miscellaneous Expense ³	\$10,709
Professional Development	\$12,423
Equipment/Maintenance/Hire	\$96,604
Property Services	\$197,483
Salaries & Allowances ⁴	\$392,588
Support Services	\$70,073
Trading & Fundraising	\$27,854
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,057
Total Operating Expenditure	\$5,284,075
Net Operating Surplus/-Deficit	\$203,514
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$410,472
Official Account	\$29,398
Other Accounts	\$0
Total Funds Available	\$439,871

Financial Commitments	Actual
Operating Reserve	\$172,021
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,070
School Based Programs	\$243,311
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$439,402

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.