2022 Annual Report to the School Community

School Name: Alfredton Primary School (1091)

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 is located on Cuthberts Rd, Alfredton, approximately 5km from the city centre of Ballarat.

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. Respect, Responsibility and Relationships (3Rs) 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 Vision and Values
Our school vision is: *Every child will flourish with time, effort and support*
Our school values support our vision:
RESPECT | RESPONSIBILITY | RELATIONSHIPS
Teachers effectively reinforce and model the 3 Rs and the expected behaviours. As a school community, we demonstrate the 3Rs in the following ways:
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

School Student and Staff Demographics
In 2022 there were 478 students enrolled. They were supported by 40.55 effective full time staff comprising: 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 2 Learning specialists, 21 Classroom teachers, 3 Specialist teachers (LOTE, ART and PE) 2 Tutors, 15 Educational support staff including admin and integration,1 Mental Health Leader, 1 School Chaplain, 1 Technician and 1 Grounds person.
School Family Occupations (SFO) was 0.4430 and School Family Occupations and Education (SFOE) was 0.3821. There were 14.25 students receiving Level 2 or Level 3 funding under the Programs for Students with Disabilities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school's focus was on student learning with an increased emphasis on the learning growth of all students in Numeracy and Student Wellbeing. Factors related to COVID resulted in high absenteeism for both students and staff. This hindered the consistency of student engagement and curriculum implementation, resulting in a significant impact on expected student gains during 2022.

In order to address the learning goals for Numeracy, staff directed their teams' Inquiry Cycles to relevant and identified numeracy domains. Using a data-informed approach, Alfredton Primary School staff were able to use student voice and agency to develop student goals and differentiated-based learning that catered for individual students' needs. Throughout the course of the year, each inquiry cycle was reviewed and celebrated with positive student results pertaining to Key Learning Areas (KLAs).

NAPLAN- our students continued to achieve growth in reading and writing resulting in exceeding both similar and network schools in year 3. With the continued impact of COVID in 2022 our grade 5 data was significantly impacted, and as a consequence resulting in the school not attaining our set targets. Overall, our student achievement in numeracy was below the target our school set and will continue to from part of the schools priority.

In Semester 2 2022, our overall teacher judgement data showed varied achievement success with results for students achieving at or above expected being below or close to but not exceeding State, Network and Similar schools in all areas. However, our Aboriginal students achieved significantly higher in most areas; Reading 73% (Similar Schools 69%, State 65%); Writing 73% (Similar Schools 64%, State 55%); Number and Algebra 67% (Similar Schools 71% State 66%). Increased support for disadvantaged students also performed equal to State in achieving at or above expected levels in Reading and Number and Algebra with 71% and 69% respectively. We have also seen an increase in disadvantaged students achieving above-expected results in all areas.

Student Attitude to School Survey
Students indicated positive responses in several factors, including:
- Differentiated Learning Challenge: 80%
- High Expectation for Success: 90%
- Effective Teaching Time 75%

Our Aboriginal students achieved some very positive outcomes including in the following targeted areas:
- Teacher Concern: 80%, above State (76%) and Similar Schools (70%)
- Sense of connectedness: 76%, equal to State
- Student Voice and Agency: 70%, above State (66%) and Similar Schools (67%)

Our students' overall achievement results were very pleasing considering the disruptions they continued to experience throughout the year due to COVID -19.

School Strategic Plan
In Term 1 2023, the school will participate in its school review. This review happens every 4 years and will inform the development of the school's 4-year School Strategic Plan (SSP).

Wellbeing

In 2022, Alfredton became a pilot school for the Mental Health in Primary Schools (MHiPS) initiative. This initiative allowed the school to employ an experienced teacher in the role of Mental Health and Wellbeing Leader to build the capacity through a whole school approach to mental health and wellbeing. The role of the Mental Health Leader is also to provide support to staff, and students as well as establish clear pathways for referral for students requiring further assistance. The Mental Health and Wellbeing Leader formed part of our Wellbeing team which also included the Principal, Assistant Principal, Leading Teacher and School Chaplain. The wellbeing team met weekly to discuss and track student progress and identify students that require further support.

To further assist the chaplain to provide confidential support, the chaplain's office continued to be located in the admin area directed opposite the Principal's office. 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 the students' engagement in their classrooms and the chaplain's ability to

conduct sessions without interruption. As the school chaplain's referral list continued to accumulate, students were placed on a timetable for appointments with the highest priority students offered individual appointment times for support. Chaplaincy passes were also introduced to ensure that students would adhere to scheduled appointment times.

Due to the increasing number of students requiring support, our Mental Health and Wellbeing Leader began Social-Emotional Learning (SEL) groups. This was a specific small group focus for identified students to discuss coping strategies and access support with similar students. Both the Chaplaincy and SEL programs were constantly reviewed and discussed at weekly wellbeing meetings.

To further build a culture of support for mental health and wellbeing as a lead school, our Mental Health and Wellbeing Leader supported staff in implementing the Resilience, Rights & Respectful Relationships (RRRR) program. Our Mental Health and Wellbeing Leader modelled a variety of lessons as well as provided feedback to teachers to support the effective implementation of all the content being taught.

COVID related illness placed an impact on student attendance, resulting in the school falling slightly below the network of schools. However, the Parent Opinion Survey (POS) indicated particularly positive endorsement for the school in the following areas:
- Student Connectedness: 84%
- Confidence and Resiliency skills: 72%
- School Pride and Confidence: 74%

The School Staff Survey (SSS) did not provide us with valid data to measure progress against our targets. Due to further impacts of COVID resulting in an increase in workload, staff had the choice to opt in or out of survey in 2022.

Wellbeing-related student responses on the Attitude to School Survey (AtoSS) reflected positively for Sense of Inclusion: 85%. There are opportunities in 2023 to increase students' positively endorsed responses for Sense of Confidence from 63% and Sense of Connectedness from 57%, following the many disruptions of the previous 3 years.

Engagement

As a school we focussed on empowering students and building school pride in 2022. Our aim was to create opportunities and embed strategies to build the capacity of our students, staff and leaders to ensure students have a voice, agency and leadership in their learning. Due to further demands of high student and staff absences throughout the year, opportunities for teacher collaboration in the Student Voice and Agency Community of Practice continued to be limited.
Throughout the 2022 school year, it became apparent that student mental health and wellbeing was of concern due to a high rate of school refusal and anxiety became present. To support students and staff, our Mental Health and Wellbeing Leader conducted professional learning specific to mental health, and supported staff and students in the classroom for additional support. Further to this, all teaching staff were offered professional learning through the mental health menu to increase their awareness and knowledge in relation to mental health. Throughout this day, staff were expected to work their way through their chosen programs and begin to implement strategies learnt in their classroom to support students.

Student engagement was significantly impacted throughout 2022, due to significant periods of COVID related illness. The impact of ongoing disruptions to learning reflected a higher-than-average number of days absent. The school's staff were diligent in following up unexplained absences, and attendance data indicated that while many students were engaged in their learning, many students struggled with returning back to school; while some flourished, others became disengaged. Regular contact was expected to be made with families via phone or email each term to develop positive relationships with parents/guardians, and discuss highlights and supports for each child.

Student support group meetings for students on the program for students with disabilities and vulnerable students were conducted onsite at school, when appropriate, or via WebEx with student, teacher and parent participation.
Due to complexities surrounding density limits the school was still able to hold fortnightly assemblies with students and staff, however, this, unfortunately, did not include parents.
Throughout the year the school was able to welcome the school community, where we were able. Holding our Grandparents day was one of our highlights for the year. This was able to be achieved by utilising both indoor and outdoor facilities at the school.

The Student Attitudes to School survey data saw a high percentage of positive responses in Sense of Inclusion (88%) and Self-Regulation and Goal setting (74%). There are opportunities in 2023 to increase Student Voice and Agency as 16% of students responded negatively, 30% neutral and 53% positive.

Financial performance

The school continued to be fiscally viable in the management of all budgets and the surplus from 2021 was carried forward and will support staffing costs in 2022. Expenditure items to support classrooms and staffing included an investment of $20,500 on laptops to replenish outdated systems and to allow access to digital devices to all students. To accommodate the effective running of all digital devices and connectivity a further $40,000 was spent for extra ICT support. Tree works were required to be done on school grounds costing $9300. A further $17,400 from the P&F fundraising was also used for school grounds and maintenance. The school also acquitted $25,000 for a Shade Sail through Smarty Grants. The school received 3 Sports Grants totalling $9700. Two of these grants were for Orienteering $3,400 & $2,900 respectively, whilst the remaining grant of $3,400 was for Gymnastics. The school used a further $2,850 from P&F fundraising to deliver the Great Mates program. Through the Mental Health Fund, the school invested $17,000 in the Health Minds Program, which will support professional learning for the school community identified through the Mental Health Menu. School raised funds through the Mini-fete and walkathon totalled $5,800. The school equity funds equated to $121,542, in the amount of $61,533 credit $60,009 cash. As of December 2022, the school's current surplus stands at $163,244.

For more detailed information regarding our school please visit our website at
https://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 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 479 students were enrolled at this school in 2022, 236 female and 243 male.

10 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).
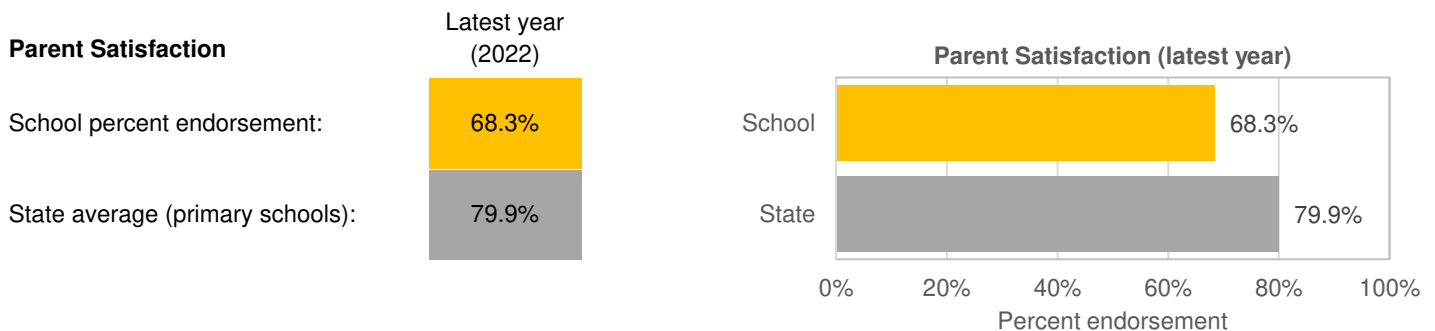
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	68.3%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

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.

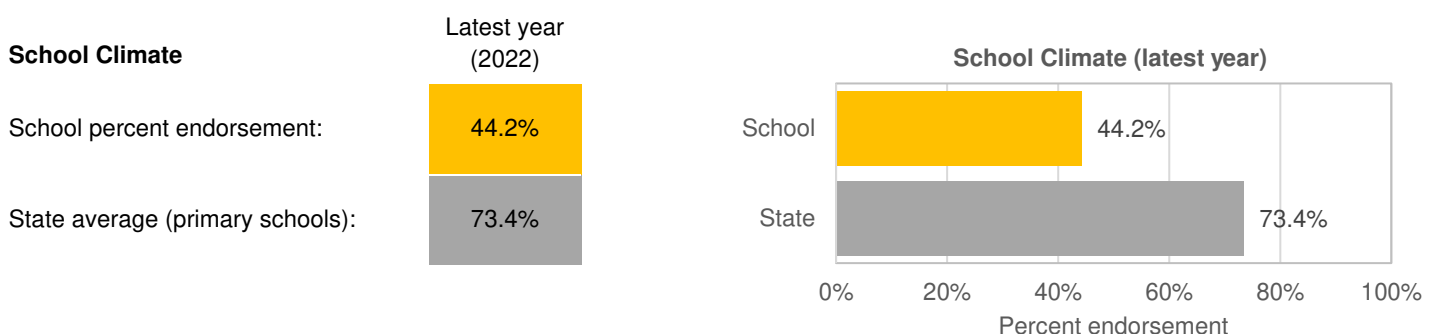Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	44.2%
State average (primary schools):	73.4%

School Climate (latest year)

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

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

English
Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:	81.8%
Similar Schools average:	86.1%
State average:	87.0%

English (latest (year)
Years Prep to 6

School — 81.8%
Similar Schools — 86.1%
State — 87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
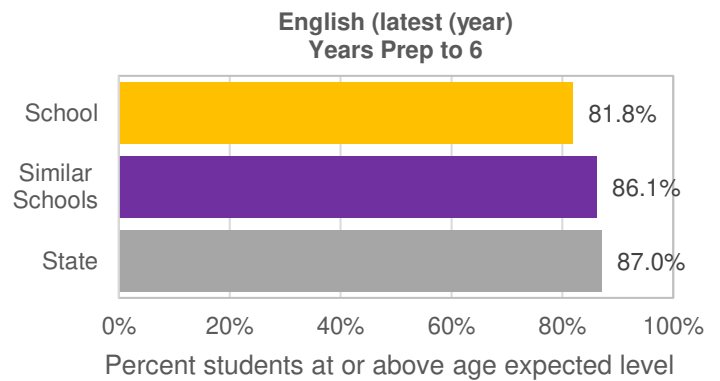
Mathematics
Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:	75.4%
Similar Schools average:	84.8%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School — 75.4%
Similar Schools — 84.8%
State — 85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
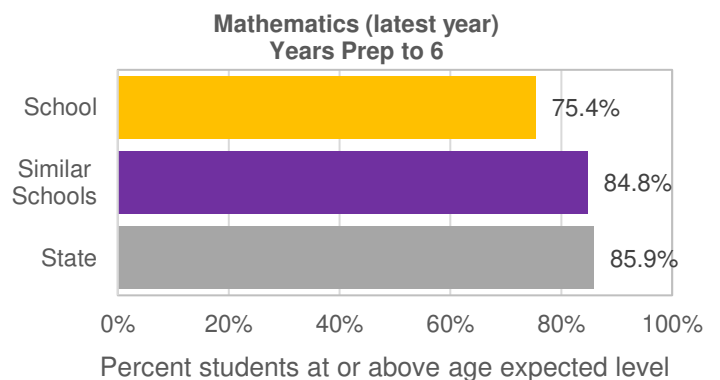
LEARNING (continued)

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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
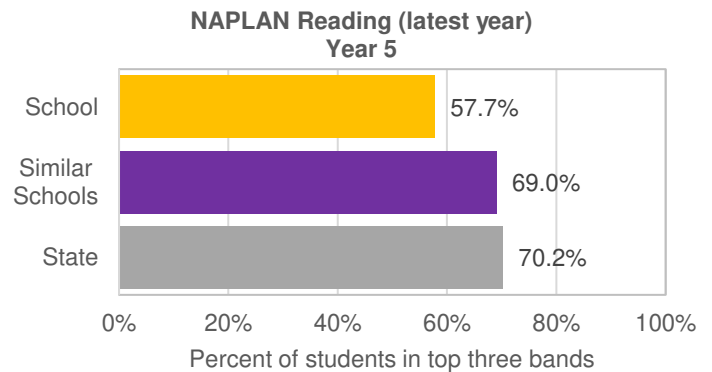
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	77.5%	77.7%
Similar Schools average:	77.1%	76.6%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School	77.5%
Similar Schools	77.1%
State	76.6%

Percent of students in top three bands
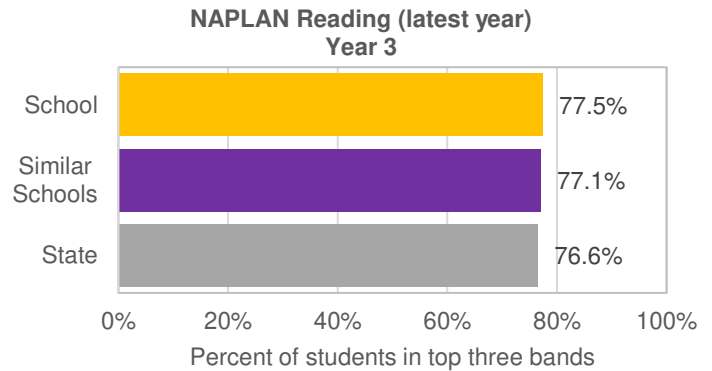
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	57.7%	69.2%
Similar Schools average:	69.0%	68.6%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School	57.7%
Similar Schools	69.0%
State	70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	61.1%	67.8%
Similar Schools average:	62.1%	65.5%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School	61.1%
Similar Schools	62.1%
State	64.0%

Percent of students in top three bands
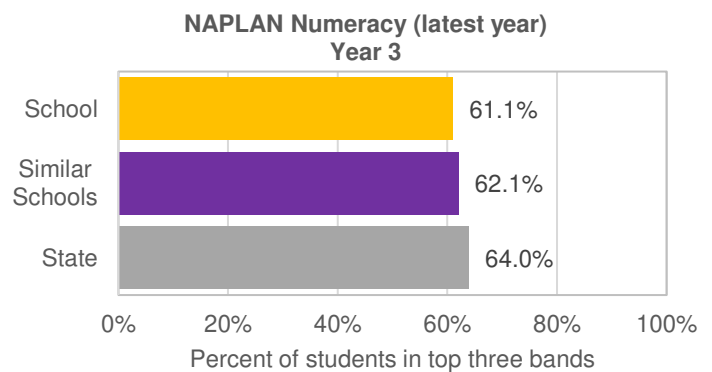
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	55.0%
Similar Schools average:	49.9%	55.5%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School	33.3%
Similar Schools	49.9%
State	54.2%

Percent of students in top three bands
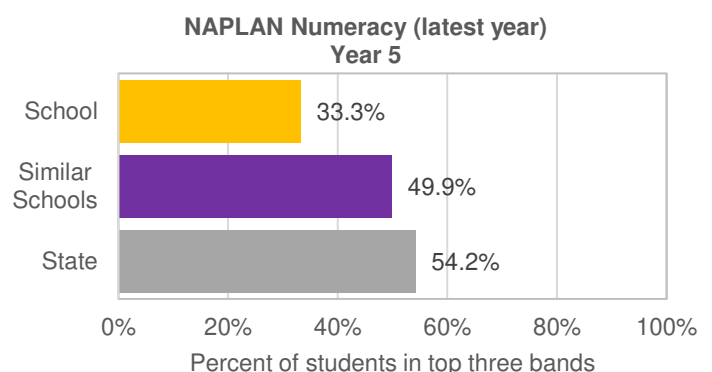
WELLBEING

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 (2022)	4-year average
School percent endorsement:	57.2%	64.8%
Similar Schools average:	76.2%	78.0%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6
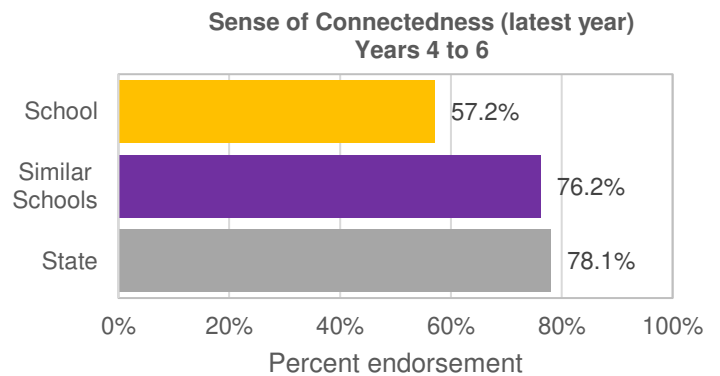
Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	56.4%	66.1%
Similar Schools average:	74.2%	77.4%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6
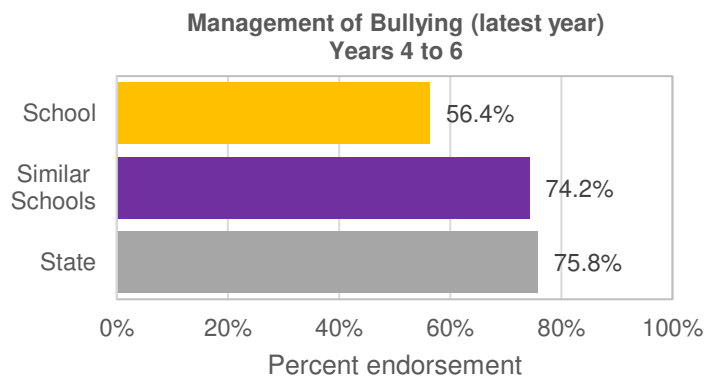
ENGAGEMENT

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.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	26.9	16.2
Similar Schools average:	23.7	17.2
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	26.9
Similar Schools	23.7
State	23.3
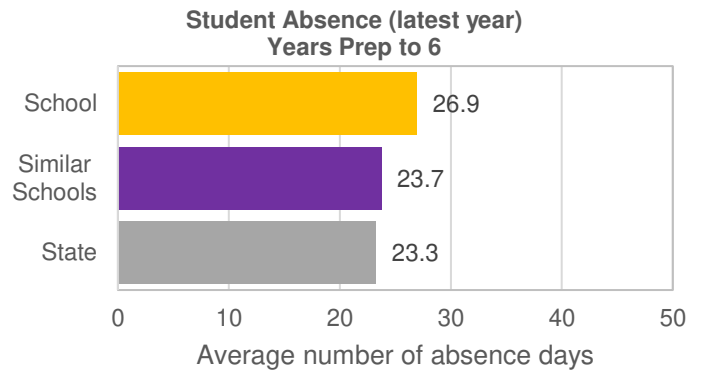
Attendance Rate (latest year)

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 (2022):	86%	89%	86%	88%	86%	85%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$4,568,234
Government Provided DET Grants	$864,071
Government Grants Commonwealth	$16,043
Government Grants State	$0
Revenue Other	$39,483
Locally Raised Funds	$172,136
Capital Grants	$0
Total Operating Revenue	**$5,659,967**

Equity [1]	Actual
Equity (Social Disadvantage)	$121,542
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$121,542**

Expenditure	Actual
Student Resource Package [2]	$4,404,991
Adjustments	$0
Books & Publications	$62
Camps/Excursions/Activities	$134,384
Communication Costs	$16,488
Consumables	$91,880
Miscellaneous Expense [3]	$14,499
Professional Development	$26,756
Equipment/Maintenance/Hire	$54,003
Property Services	$181,363
Salaries & Allowances [4]	$362,425
Support Services	$70,017
Trading & Fundraising	$46,179
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$44,652
Total Operating Expenditure	**$5,447,698**
Net Operating Surplus/-Deficit	**$212,269**
Asset Acquisitions	**$51,595**

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$402,110
Official Account	$31,912
Other Accounts	$0
Total Funds Available	**$434,022**

Financial Commitments	Actual
Operating Reserve	$159,217
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$7,900
School Based Programs	$232,691
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$20,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$419,808**

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.