

2020 Annual Report to The School Community



School Name: Daylesford Primary School (1609)



- 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 11 March 2021 at 12:38 PM by Brett Millott (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.

To be attested by 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

School Context

Daylesford Primary School is a rural school with a 2020 enrolment of 270 students. The school has 23 full-time equivalent staff (1 principal, 1 assistant principal, 16 teachers and 7 support staff). Our motto is 'Learning and Growing Together', which we support with strong values of respect, honesty, caring and citizenship. Our facilities boast heritage buildings, swimming pool, gymnasium, and an Open Learning Centre. We pride ourselves on our holistic approach to education, which promotes success for all. We place a strong emphasis on Literacy and Numeracy, and we strive to develop life-long social and emotional competencies in our students.

Our curriculum provision is comprehensive, with four specialists delivering in Performing and Visual Arts, LOTE/Italian, Kitchen and Garden. We have strong community links through our Kitchen Garden program, Farmers Market, 'Cultural Day. Our students' experience of information technology is enhanced by integrated use of interactive whiteboards, laptops, and other mobile devices. Our school improvement agenda is clearly focused on improving student outcomes. Student wellbeing, coupled with a strong emphasis on student learning, is delivered by dedicated staff and remains our major focus. We are very proud of our award- winning 'Family Groups' program, which is part of our social competency and values education program. .

Framework for Improving Student Outcomes (FISO)

FISO

During the School Review process one of the key positive impacts was in the area of Curriculum especially with regards to Guaranteed and Viable Curriculum which was put in place to provide all teachers and students with a common language to describe the teaching of literacy and numeracy, and to establish a tool for teachers to be more precise and sequential in high quality planning for meaningful teaching and learning. A key feature of securing a guaranteed and viable curriculum was the comprehensive development of 'I can ..' statements to describe and illustrate what students actually did to demonstrate their learning and capabilities. Additionally, a whole school structured lesson template provided consistency and routine in teaching and learning and enabled closer observation of students' progress. The embedding of the Victorian Teaching and Learning model will be a key focus area for 2021. The period of flexible learning impacted more significantly on the teaching practice than on professional knowledge as most of the assessment and content could be delivered.

Achievement

Achievement

Data indicates that Teacher judgements in all areas of Literacy and Numeracy are above similar schools and State averages . This was evident in all areas of English and in Numeracy so this result was pleasing given the disruption due to CoVid. The data indicated that the growth rates in student learning (% achieving 12 months or more in 12 months) were quite similar to previous years in Reading and to some extent Numeracy -however they were 10% down in writing. This data set led to our decision to focus on Writing as for the Tutor Learning Initiative . Subsequent to this the school has gained access to the Primary Maths Specialist program and two school staff will be available to support planning and practice in Numeracy instruction.

Flexible and remote learning demonstrated three things

1. That IT capability and access is not uniform across our community
2. That a uniform learning platform would be a great innovation in 2021 (See Saw)
3. That the use of IT while at school is an untapped resource to aid differentiation

Engagement

Engagement

Overall across all cohort groups attendance rates varied from 90 to 93% in 2020. Over the course of the last three years the attendance data has been above that of similar schools and the School Review identified this as an area of improvement. The flexible learning period created some challenges for families who reported that student engagement in remote learning tasks was at time sporadic. During the second lock down period there was a much greater uptake of IT borrowing which may have produced a better engagement result. For 2021 the focus will be around three key theories of action to address Engagement

1. If we can re-establish the activities that students see as being enjoyable and interactive as soon as possible then students should re engage quicker
2. If we provide students with choice in the way they learn and the content they cover then they should be more engaged with their learning
3. If teachers build their skill at using data to inform practice then they will be more likely to meet their students at their point of need

These three theories of Action are embedded in our Strategic Plan as Key Improvement Strategies

Wellbeing

Well-Being

There was no data collection around this area in 2020- however the School Review did articulate two key points The school promoted pastoral care through cross age groupings to develop caring and positive relationships between students, and between students and teachers. This approach was identified as a highlight which effectively complemented the RRRR program. Explicit social and emotional learning assisted students to

- understand and manage emotions
- set and achieve positive goals
- feel and express empathy
- establish and maintain positive relationships
- make responsible decisions
- develop resilience to deal with change
- create positive gender norms
- contribute to social cohesion

Students at the school demonstrate high levels of emotional intelligence, appropriate strategies for dealing with others, and negative behaviours that impact on others are rare.

The review did however articulate that the time was right to refresh the school values through community consultation and that documented procedures to support students at risk would be important work going forward. A Well-Being working party has been established to take carriage of this.

Financial performance and position

Financial

Daylesford Primary school appears in a deficit situation due to the fact that the school has two annexes, Yandoit and Drummond P.S.'s, therefore all three schools annual reports are linked financially but this is not reflected in this current model or this financial statement. All three reports should be read in conjunction to have a full and accurate understanding of this financial circumstance. The student resourcing package encompassing all three sites/schools is only reflected in the Daylesford Primary school's financial statement. The Funds available comparison from the previous year indicates that there has been a significant increase from that point when related directly to Daylesford Primary School. The CoVid lockdown and the travel restrictions meant that a number of our facilities plans were put on hold due to trades being unavailable. Therefore it would be anticipated that considerable expenditure would take place in 2021 in this space. The school will also need to replenish its IT stock in September and Council will allocate funds to enable this to be done in a method to best suit the school.

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 275 students were enrolled at this school in 2020, 150 female and 125 male.

3 percent of students had English as an additional language and 2 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.

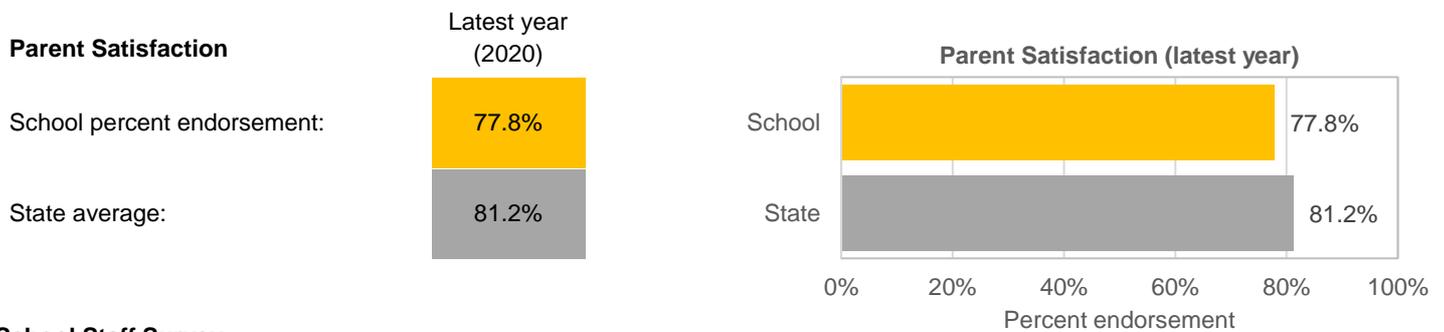
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

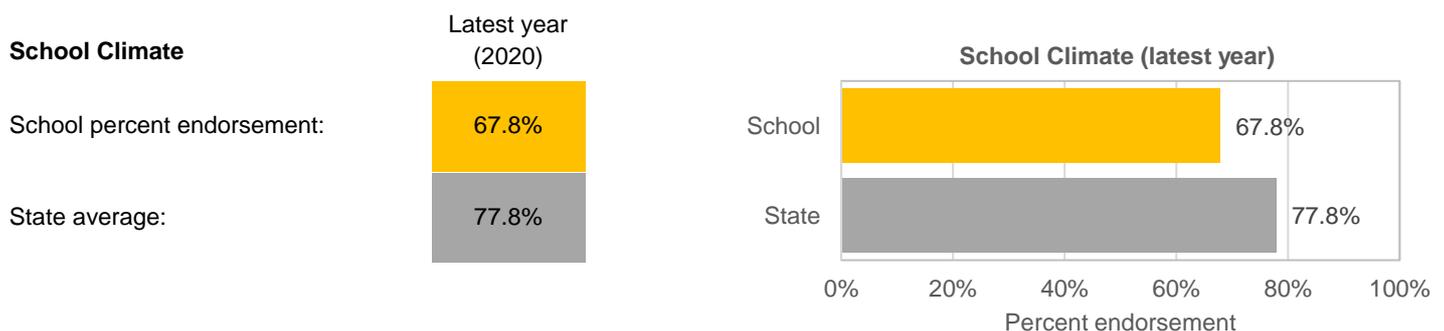


School Staff Survey

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:

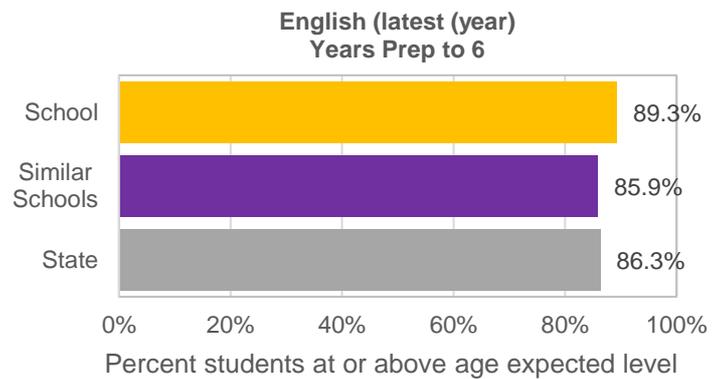
89.3%

Similar Schools average:

85.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

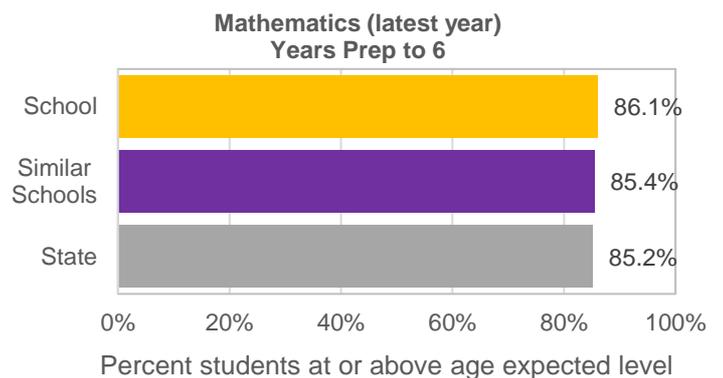
86.1%

Similar Schools average:

85.4%

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

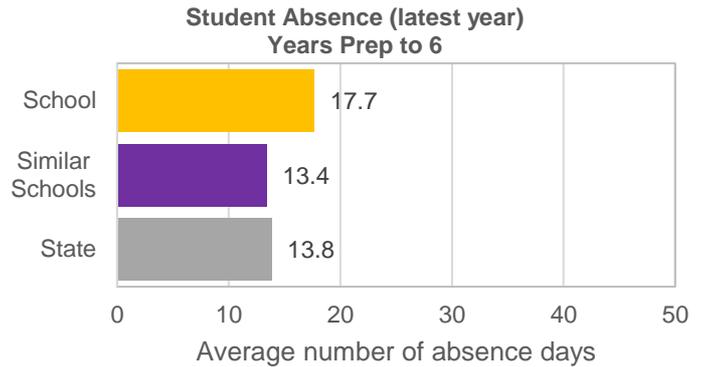
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.7	17.1
Similar Schools average:	13.4	15.2
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):	91%	92%	90%	93%	90%	91%	90%

WELLBEING

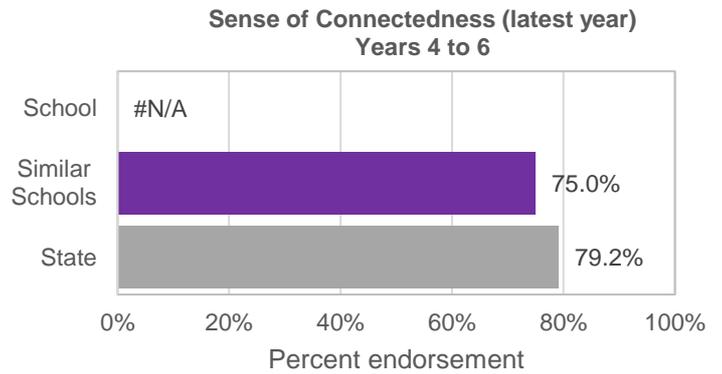
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	79.8%
Similar Schools average:	75.0%	79.3%
State average:	79.2%	81.0%



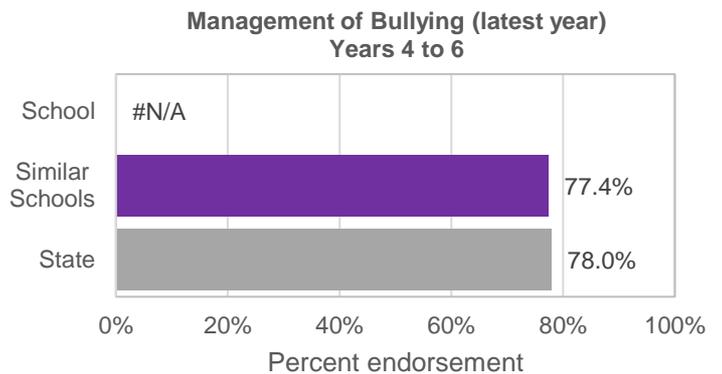
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	76.4%
Similar Schools average:	77.4%	80.1%
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	\$1,968,382
Government Provided DET Grants	\$502,910
Government Grants Commonwealth	\$7,000
Government Grants State	NDA
Revenue Other	\$9,689
Locally Raised Funds	\$125,620
Capital Grants	NDA
Total Operating Revenue	\$2,613,600

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,687
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$33,687

Expenditure	Actual
Student Resource Package ²	\$2,407,026
Adjustments	NDA
Books & Publications	\$2,373
Camps/Excursions/Activities	\$1,635
Communication Costs	\$4,121
Consumables	\$49,202
Miscellaneous Expense ³	\$7,883
Professional Development	\$2,217
Equipment/Maintenance/Hire	\$31,391
Property Services	\$115,336
Salaries & Allowances ⁴	\$236,621
Support Services	\$4,010
Trading & Fundraising	\$9,351
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,879
Total Operating Expenditure	\$2,895,046
Net Operating Surplus/-Deficit	NDA
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	\$361,901
Official Account	\$3,337
Other Accounts	NDA
Total Funds Available	\$365,238

Financial Commitments	Actual
Operating Reserve	\$74,143
Other Recurrent Expenditure	NDA
Provision Accounts	\$7,421
Funds Received in Advance	NDA
School Based Programs	\$104,001
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	\$79,672
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$365,238

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.