

2021 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 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 30 April 2022 at 03:28 PM by Alexandra Mccann (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2022 at 03:30 PM by Russell Newton (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

Daylesford Primary School along with our annexes Drummond Primary and Yandoit Primary (combined total of 266 students) are located in the rural townships of Daylesford, Drummond and Yandoit. Each location boasts heritage buildings, all being established after the 1850s gold rush. The school has 17 full time equivalent teachers and six full time equivalent education support staff, (one principal, one assistant principal, 22 teaching staff, and seven education support staff with a range of time fractions). Sitting within diverse, expanding communities, each location creates an environment of being friendly, inclusive, respectful, caring and supportive.

Learning and growing together is our motto, which we support with active values of respect, honesty, caring and citizenship. We provide a dynamic learning environment wherein students can develop resilience, manage their own learning and strive for their personal academic, creative and social best. Our curriculum provision is comprehensive, with specialists delivering in performing arts/choir, visual arts and Languages Other Than English (LOTE)/Italian plus a comprehensive kitchen garden program. Our classrooms are interactive and the use of ICT strengthens student engagement.

Communication between schools and school communities is valued. Opportunities for parent and community involvement are integral to our school cultures. The vibrant and enriched local culture is embraced with strong community links. We are a lead school for Respectful Relationships, a whole school approach to promote and model respect and equality.

Framework for Improving Student Outcomes (FISO)

COVID and a change of leadership significantly impeded the momentum of work towards progressing key improvement strategies outlined in our School Strategic Plan (SSP). The established Annual Implementation Plan (AIP) teams had specific goals directly related to the SSP which they were to address when they met. Meeting structures and continual disruption resulted in slow progress and a lack of consistent implementation across the school. To address this, in 2022, a restructure of the meeting schedule and a refinement of school's learning architecture has occurred. A focus on developing the school as a Professional Learning Community (PLC) will be core work in 2022. The development of essential learnings as part of the school's Guaranteed and Viable Curriculum (GVC) is due to begin in term two 2022.

Achievement

Teacher judgement data indicates pleasing results in both English and mathematics with outcomes above both similar schools and state. Similarly, NAPLAN top three band results indicate outcomes above both similar schools and state. Of particular note is a result nearly 20% above both similar schools and state in year five numeracy. Our four year averages in all areas are above similar schools and state. Learning gain in reading and writing was the same as similar schools and above similar schools in all other areas. Of particular note is our strong result in numeracy, 14% above similar schools and spelling, 17% above similar schools.

The school was committed to providing a quality remote learning program, when necessary, during 2021. Teachers used both synchronous and asynchronous teaching and learning techniques via seesaw and Webex. The school reflected on the 2020 remote learning program to ensure even greater success in 2021. Greater consistency, particularly related to IT platforms, was key to this success.

Engagement

Attendance rates across year levels were relatively similar ranging from 90 to 93% in 2021. Our absence rate was slightly greater than similar schools (1%) and greater than state. Our four year average indicates a greater absence rate than similar schools and state. For a small group of students COVID and the periods of remote learning exacerbated existing attendance issues. To address absence rates the school calls families if a child is away for two

consecutive days and engages families and other relevant supports, such as KESOs, in Student Support Groups (SSGs). During the remote learning periods attendance was taken daily and where absences were occurring this was followed up by office staff and teaching staff. A range of strategies were implemented when onsite learning resumed including reintroducing structures and routines for all grade levels, celebrating coming back to school and ensuring a balance between 'settling in' time and resuming regular teaching and learning.

Wellbeing

Wellbeing data indicates the school has a slightly lower endorsement of sense of connectedness as compared to similar schools and state and a slightly higher endorsement of management of bullying. The school employs a range of proactive and reactive wellbeing strategies. In 2021 the wellbeing team began work in renewing the school vision and values. Strong processes were in place to support students with challenging behaviours or when expected behaviours were not met. As a lead school for Respectful Relationships, we pride ourselves on promoting inclusion and diversity which is taught explicitly and is a 'way of being' for staff and students. During the periods of remote learning, at risk students were strongly encouraged to attend onsite and any reluctance was met with gentle but persistent persuasion. These students were supported by a roster of teachers and education support staff to undertake the work set by their class and specialist teachers.

Finance performance and position

Daylesford Primary school appears in a deficit situation due to the fact that the school has two annexes, Yandoit and Drummond Primary Schools, 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 an increase from that point when related directly to Daylesford Primary School. Declining enrolments may impact on the school's financial position over coming years. A significant factor in this situation is the lack of affordable housing for families both in the rental and buyers markets. In a town with a strong hospitality industry, it is becoming increasingly difficult for families in this industry to live and work in Daylesford with a trend towards families moving away from Daylesford where housing is more affordable.

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 254 students were enrolled at this school in 2021, 137 female and 117 male.

4 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).

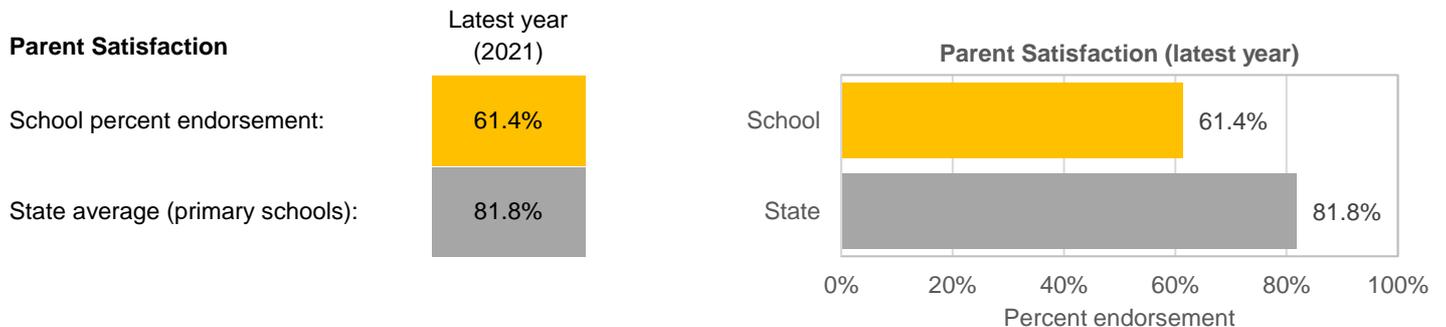
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

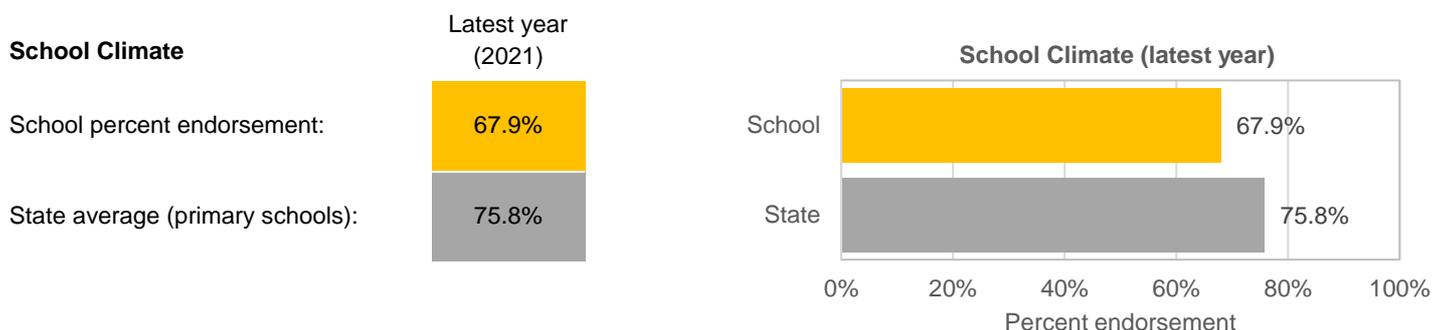


School Staff Survey

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:

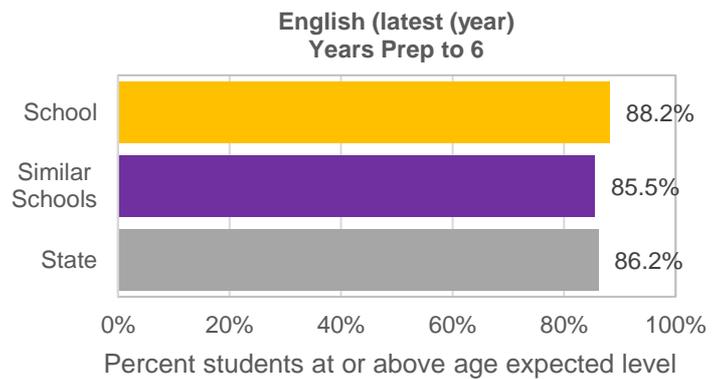
88.2%

Similar Schools average:

85.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

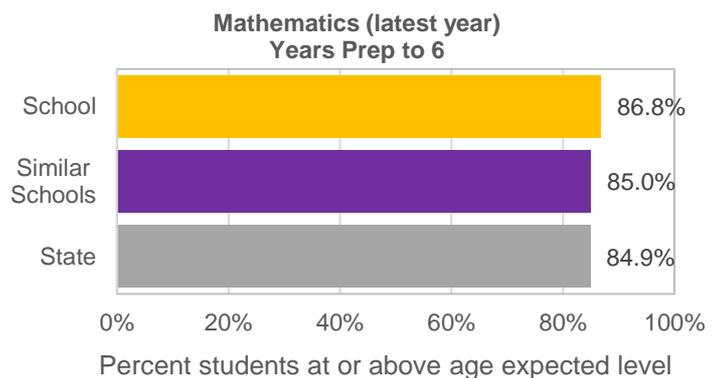
86.8%

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.

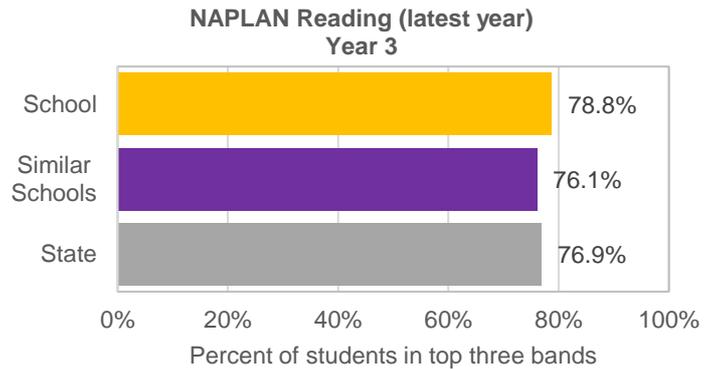
NAPLAN

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.

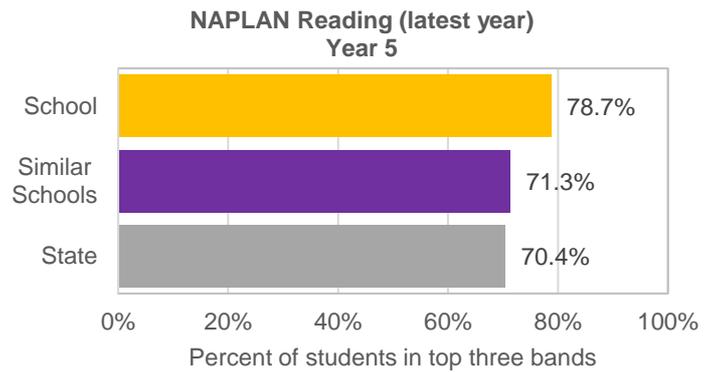
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.8%	77.3%
Similar Schools average:	76.1%	76.3%
State average:	76.9%	76.5%



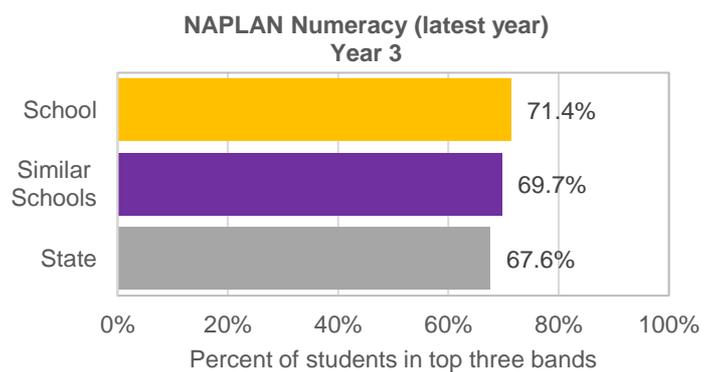
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.7%	72.2%
Similar Schools average:	71.3%	68.7%
State average:	70.4%	67.7%



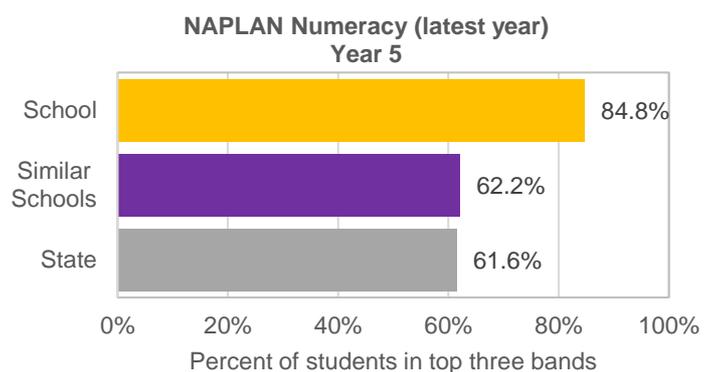
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	70.3%
Similar Schools average:	69.7%	68.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.8%	73.6%
Similar Schools average:	62.2%	60.2%
State average:	61.6%	60.0%



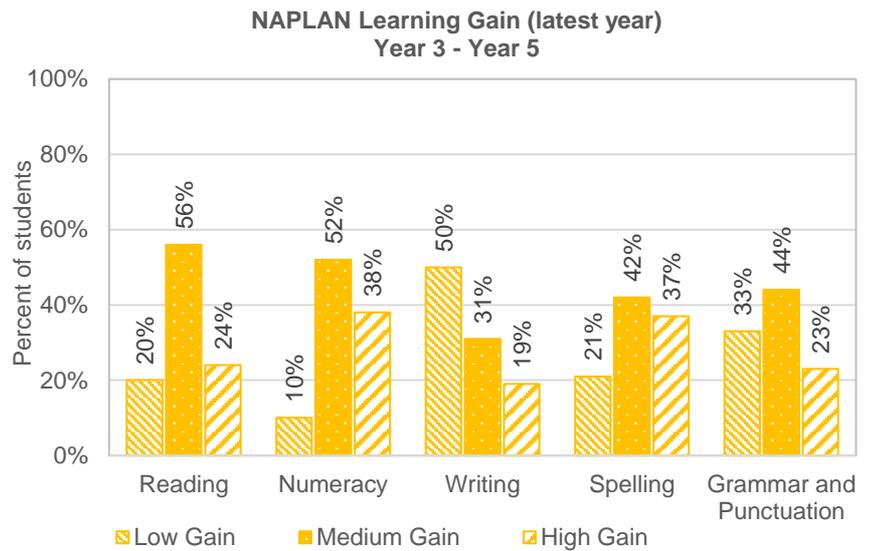
ACHIEVEMENT (continued)

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:	20%	56%	24%	24%
Numeracy:	10%	52%	38%	24%
Writing:	50%	31%	19%	19%
Spelling:	21%	42%	37%	20%
Grammar and Punctuation:	33%	44%	23%	22%



ENGAGEMENT

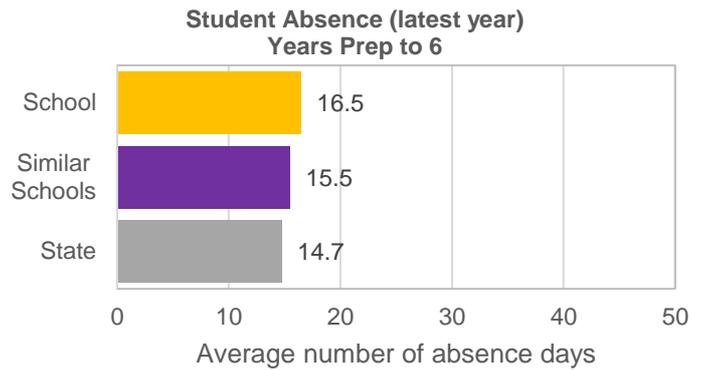
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.5	17.1
Similar Schools average:	15.5	15.2
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):	91%	92%	90%	90%	92%	93%	92%

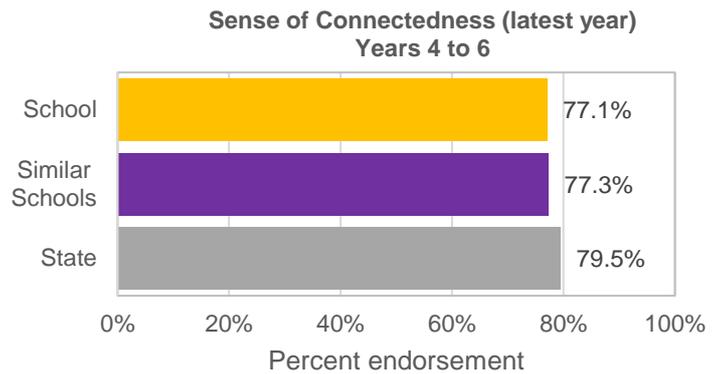
WELLBEING

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:	77.1%	79.7%
Similar Schools average:	77.3%	78.2%
State average:	79.5%	80.4%

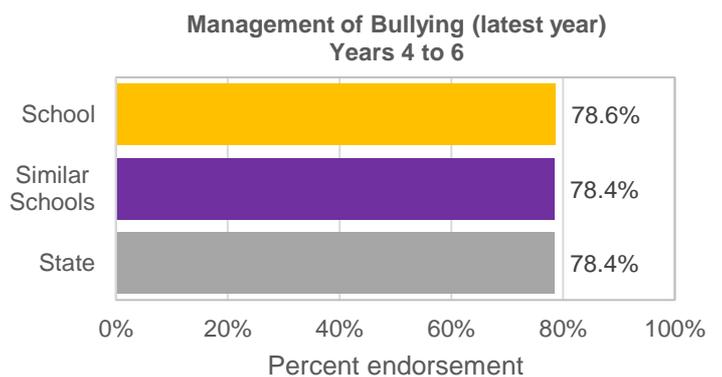


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	78.6%	77.5%
Similar Schools average:	78.4%	79.2%
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	\$2,162,159
Government Provided DET Grants	\$514,508
Government Grants Commonwealth	\$4,281
Government Grants State	\$0
Revenue Other	\$135,046
Locally Raised Funds	\$147,235
Capital Grants	\$0
Total Operating Revenue	\$2,963,229

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,170
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,170

Expenditure	Actual
Student Resource Package ²	\$2,540,764
Adjustments	\$0
Books & Publications	\$2,972
Camps/Excursions/Activities	\$78,530
Communication Costs	\$4,580
Consumables	\$55,853
Miscellaneous Expense ³	\$4,205
Professional Development	\$5,363
Equipment/Maintenance/Hire	\$60,479
Property Services	\$106,848
Salaries & Allowances ⁴	\$321,274
Support Services	\$1,775
Trading & Fundraising	\$6,715
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,705
Total Operating Expenditure	\$3,215,063
Net Operating Surplus/-Deficit	(\$251,834)
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	\$498,803
Official Account	\$10,683
Other Accounts	\$0
Total Funds Available	\$509,486

Financial Commitments	Actual
Operating Reserve	\$108,641
Other Recurrent Expenditure	\$330
Provision Accounts	\$7,421
Funds Received in Advance	\$13,020
School Based Programs	\$206,050
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	\$87,116
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$522,578

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.