

2022 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 of the previous calendar year 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 27 April 2023 at 04:16 PM by Trudi Blick (Principal)

- This 2022 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 28 April 2023 at 01:18 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 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
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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

Daylesford Primary School and its annex, Yandoit Primary School, are located approximately 115km north west of Melbourne. Both sites were established after the 1850s gold rush and feature heritage buildings. In 2022 our new vision and values were selected after thorough stakeholder consultation; kind, creative, connected were chosen as values that represent our schools. They are values that are important to develop in our students. Our new vision statement 'We laugh, learn and thrive as a community of resilient, dynamic and diverse learners' shares with everyone who we are and what we stand for.

In 2022 we had an enrolment of approximately 240 students from prep to grade six. We had 10 grades comprised of one prep grade, one grade one, two grade two/three composite grades, three grade four/five composite grades and two grade sixes. Our classroom specialist program included performing arts, visual art and Italian as our LOTE subject. We were lucky enough to secure a grant allowing us to also offer physical education from term two onwards. Our 2022 staffing structure included 25.6 staff with an FTE of approximately 18. We are a diverse community with a range of socio-economic backgrounds and lifestyles. We are proud of our commitment to the Respectful Relationships values and, as a lead school, believe we embody and actively promote these. We value communication with our families and ties to the local community. In 2022 we improved our home-school communications through the use of Compass, allowing for increased ease of administrative tasks and messaging. Our grade sixes completed interviews with local community members and learnt much about the history of Daylesford from the community. In term four our grade four, five and six students engaged in volleyball lessons with a local coach resulting in increased engagement with the local volleyball club.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 saw the implementation of the school as a Professional Learning Community (PLC), following training in 2021. Staff engaged in their first PLC inquiry cycles and working in collaborative grade based teams to review data for planning, teaching and learning. This was a 'first step' in our PLC work which will continue and further improve in 2023. A strong focus of the Annual Implementation Plan (AIP) was also to begin building the capacity of middle leaders ahead of a leadership structure change in 2023. Teacher judgement data indicates pleasing results in English with data close to, but slightly above, both state and similar school averages. Our teacher judgement data in mathematics was slightly below state and similar schools with differences of 3 percent and 3.1 percent respectively. Reading continues to be a strength in NAPLAN, especially for our grade threes with results approximately 6 percent above state and similar schools. Grade five reading was close to similar schools and above the state average. Grade three numeracy was slightly above state but below similar schools and our grade five numeracy was below both state and similar schools. Foci for 2023 include both writing and maths, with COVID having a significant impact on our maths specialists program and expected improvements in data.

Wellbeing

Much of our wellbeing work in 2022 focused on finalising our new values which culminated in a values launch in term four. This was a huge success with students working in cross-age groups to present to our families and community guests.

Later in the year, we allocated additional time for our wellbeing leader to focus on their work. In term three and four we began investigating models for future work in wellbeing and settled on School Wide Positive Behaviour Support (SWPBS), with training commencing in term one 2023.

Our work with Respectful Relationships continued with allocated time set aside for these lessons each week. Our wellbeing results demonstrate we are close to similar schools but behind state in our students' sense of connectedness. We are behind both state and similar schools in management of bullying. We anticipate increased resourcing and focus on wellbeing in 2023 will help to address these challenges.

Engagement

COVID continued to impact attendance rates in 2022. Our best attendance rates were in prep and year two, both at 90%, closely followed by year one and six on 89%. Grade four and five were not far behind on 88% followed by grade threes at 87%. Our attendance rates were very close to similar schools with less than one day difference and close to state with just over one day difference. Our four year number of days absent is 18.3 which demonstrates we are slightly behind state on 17 days and similar schools on 16.7.

We believe that being in a community with many families in hospitality may have an impact on our attendance rates with many parents working over weekends and during holiday periods when tourism is at a peak. This results in families taking time off during the week, which sometimes includes taking their child/ren out of school for family events and activities.

Other highlights from the school year

There were many highlights to be celebrated in 2022.

We hosted a whole school community dance on our oval and invited families and community members to enjoy some songs and dancing with the kids. Local food trucks were engaged so families could enjoy a bite for tea picnic style. Our specialist arts team also put together a school musical 'Paws and Claws' with major characters being played by our grade six students and songs by our senior choir. The students also created props and costumes for the evening.

Our debating teams did an incredible job once again with two teams advancing to the next level.

Our kitchen garden program was reinvigorated with our first full year back to onsite learning and was greatly enjoyed by our grade four and five students.

We were lucky enough to secure a physical education grant to increase teacher capacity to provide quality instruction in this area. We enjoyed many sporting successes with students advancing to the next levels in swimming, athletics and cross country - including some competitors making it to state level.

We took full advantage of camps and excursions in our first year free from lockdowns, with our grades four, five and six students enjoying camps to Anglesea. Our juniors enjoyed excursions and incursions including visiting Ceres, teddy hospital and local trips tied to curriculum foci.

We were part of a case study for high performing schools participating in the Victorian High Abilities Program (VHAP) with videos of our achievements available on DET's website.

Financial performance

Daylesford and Yandoit Primary Schools' financial performance and position statements must be read in conjunction to gain a full understanding. For example, staffing and Student Resource Package expenditure for both schools comes from Daylesford Primary School.

Overall the schools are both in good financial positions, though there is some concern due to high levels of staff 'at the top of the range' and declining enrolments across the area.

We did not have any extraordinary expenditure items.

We did not enter into any new contracts, agreements or arrangements as a school council.

We received \$30,000 for the active schools grant, used across both schools, which was used to improve the capacity of physical education teaching and learning at the school. Daylesford Primary School received \$24,945 as a grant for shade sails.

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 240 students were enrolled at this school in 2022, 133 female and 107 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).

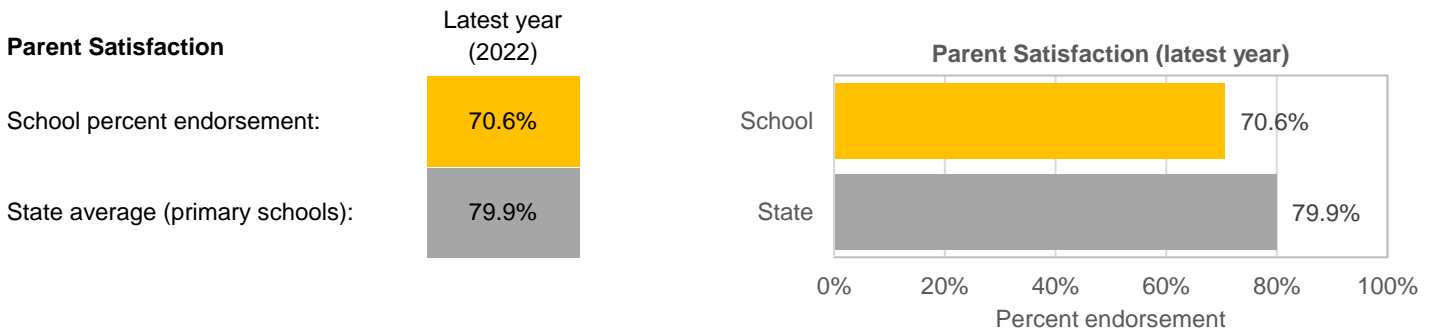
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

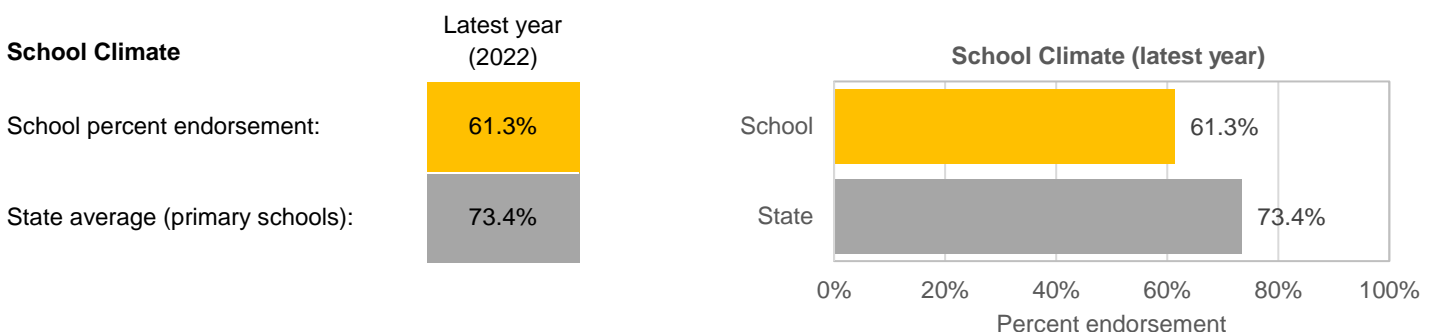


School Staff Survey

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.



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:

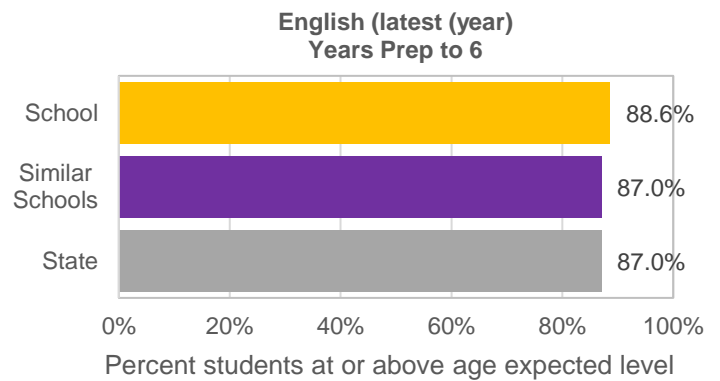
88.6%

Similar Schools average:

87.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

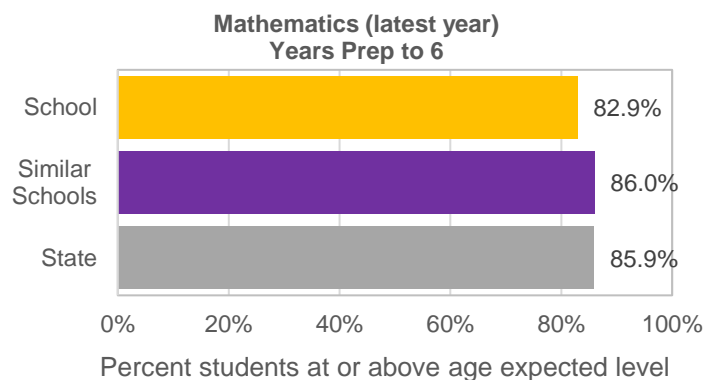
82.9%

Similar Schools average:

86.0%

State average:

85.9%



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.

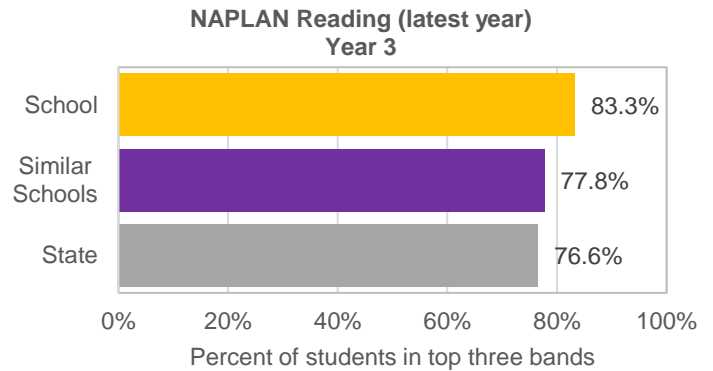
NAPLAN

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.

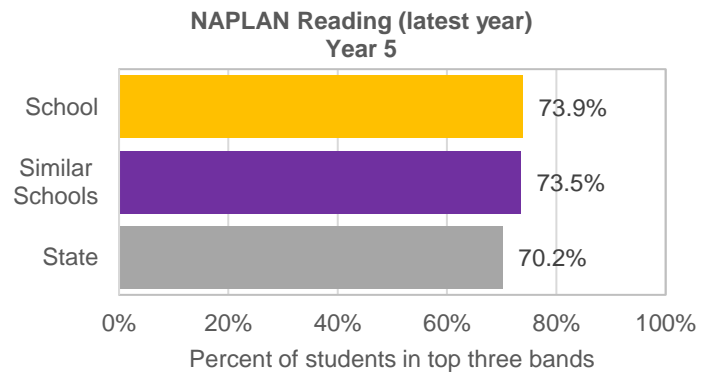
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	80.7%
Similar Schools average:	77.8%	77.7%
State average:	76.6%	76.6%



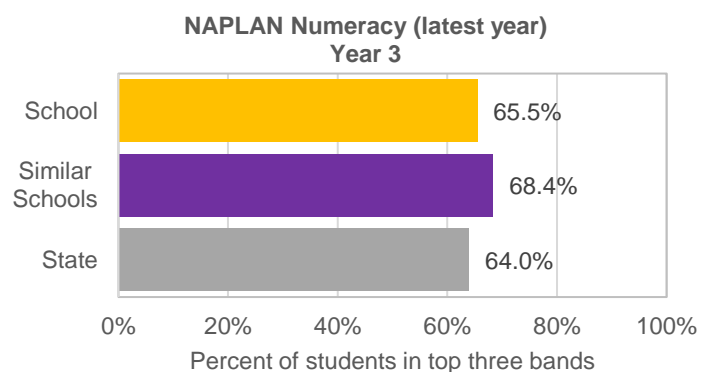
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	73.9%
Similar Schools average:	73.5%	72.8%
State average:	70.2%	69.5%



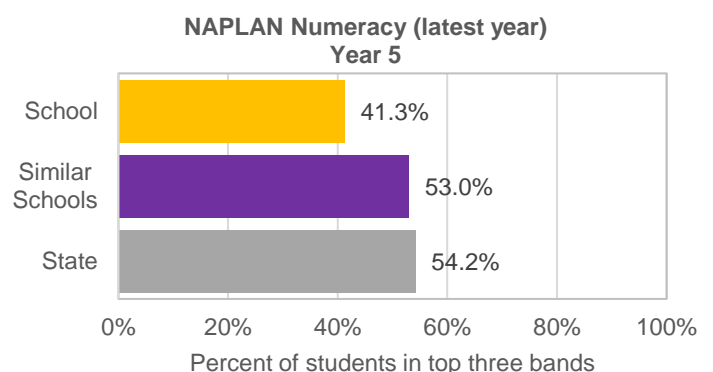
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.5%	69.4%
Similar Schools average:	68.4%	69.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.3%	64.4%
Similar Schools average:	53.0%	59.8%
State average:	54.2%	58.8%



WELLBEING

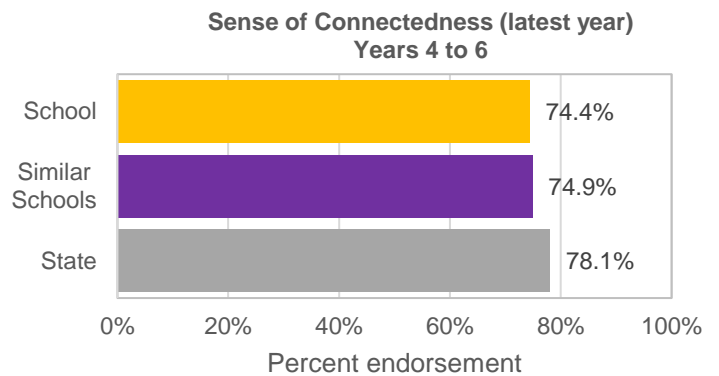
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	74.4%	77.8%
Similar Schools average:	74.9%	77.0%
State average:	78.1%	79.5%

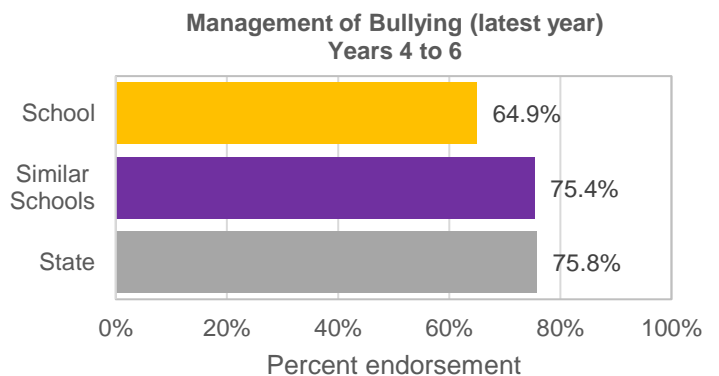


Student Attitudes to School – Management of Bullying

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:	64.9%	73.9%
Similar Schools average:	75.4%	78.4%
State average:	75.8%	78.3%



ENGAGEMENT

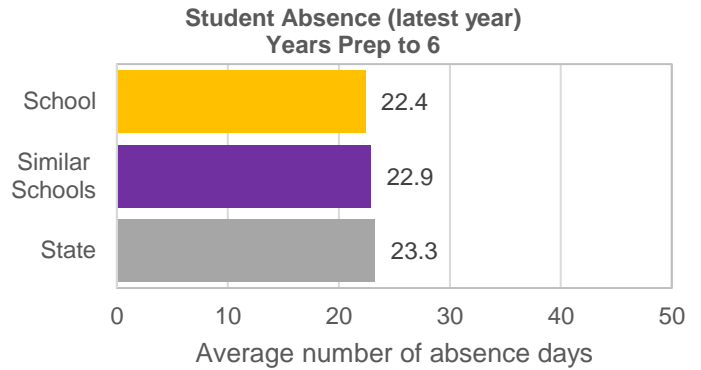
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.4	18.3
Similar Schools average:	22.9	16.7
State average:	23.3	17.0



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):	90%	89%	90%	87%	88%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,505,872
Government Provided DET Grants	\$429,623
Government Grants Commonwealth	\$3,338
Government Grants State	\$0
Revenue Other	\$34,803
Locally Raised Funds	\$142,087
Capital Grants	\$0
Total Operating Revenue	\$3,115,722

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,593
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,593

Expenditure	Actual
Student Resource Package ²	\$2,630,507
Adjustments	\$0
Books & Publications	\$2,088
Camps/Excursions/Activities	\$53,413
Communication Costs	\$4,667
Consumables	\$45,417
Miscellaneous Expense ³	\$11,810
Professional Development	\$11,176
Equipment/Maintenance/Hire	\$36,364
Property Services	\$110,895
Salaries & Allowances ⁴	\$315,554
Support Services	\$1,660
Trading & Fundraising	\$15,350
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,997
Utilities	\$31,416
Total Operating Expenditure	\$3,274,312
Net Operating Surplus/-Deficit	(\$158,590)
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 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	\$460,584
Official Account	\$11,305
Other Accounts	\$0
Total Funds Available	\$471,889

Financial Commitments	Actual
Operating Reserve	\$99,745
Other Recurrent Expenditure	\$3,420
Provision Accounts	\$7,421
Funds Received in Advance	\$0
School Based Programs	\$73,112
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$183,698

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.