

# 2020 Annual Report to The School Community



School Name: St Andrews Primary School (0128)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 30 April 2021 at 12:22 PM by Hayley Styles (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.

Attested on 30 April 2021 at 03:47 PM by Robert Powers (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

St Andrews Primary School is a small Primary School located in the township of St Andrews, 45 kilometres north-east of Melbourne.

At St Andrews Primary School, our school community's purpose is to provide students with the knowledge, skills and passion they need to be caring, responsible and courageous learners who will contribute positively to our community. The values our School community embraces are: Caring, Responsible and Courageous. These values provide us with the framework for the way we work towards our purpose.

In 2020, our enrolment was 52 students, divided into three classrooms: a Prep/One, a Two/Three and a Four - Six class. The schools SFOE is 0.3055. The staffing profile is made up of 1 Principal, 3 Classroom Teachers (2.6 EFT), 2 Specialist Teachers (0.31 EFT), 1 Education Support Staff member (0.8 EFT) and a Business Manager (0.6 EFT). Throughout 2020 our students were taught; STEM, Japanese, Art, Wellbeing, and PE explicitly by our teaching staff. We were able to offer individual music lessons throughout the year, including via remote methods during the extended lockdown periods. Our teaching program was enriched by a range of extracurricular programs including; Beechworth Historical Camp, Sporting in Schools coaching, Senior Band, Life Education, an excursion to the Arts Centre, and Senior Student Leadership Day.

### Framework for Improving Student Outcomes (FISO)

In 2020, the school's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Empowering Students and Building School Pride. This included;

- Developing a broad and viable curriculum.
- Building the capacity of all staff to use high impact teaching strategies.
- Developing consistent and collaborative assessment practices which inform teaching and learning and measure growth.
- Embedding a whole school approach to the delivery of differentiated learning, feedback and high expectations.
- Developing classroom structures and processes which support learner agency.

In relation to Goal 1, at the conclusion of the year, the 12 month targets in relation to NAPLAN were 'No Longer Appropriate', and the target in relation to student growth was 'Partially Met'. The school focus was on achieving and maintaining consistency of practise amongst all of the grades, as a large portion was teaching via remote learning. We did progress in the areas of;

- tracking curriculum instruction and student development
- consistent use of school wide documentation for the planning and delivery of Literacy and Inquiry topics
- students identifying the learning outcomes of units of work and individual lessons

We made this progress by using;

- School wide documentation templates for planning and assessment
- Professional Learning around delivery of Literacy and unit planning, with a particular focus on Writing (Bastow Leading Literacy) and VCOP
- Engaged with DET staff to complete professional learning remotely, with a focus on the development of Writing/Assessment/VCOP
- Compass was introduced to input and track student data

In regards to Goal 2, Increasing Student Agency in Learning, our targets were 'Partially Met'. While many of the actions were unable to be undertaken due to the impact of Covid 19, positive gains in the School Staff Survey showed clear evidence of positive growth in the areas of; Academic Emphasis, Curriculum and Collective Focus on Learning. We were also able to carry out come of the actions and outcomes;

- Initial Student Representative Council meetings in Term 1 were carried out with School Captains and student representatives

- 'Clubs' were initiated, driven by children, in the Term 4 return to school program. These were guided by student interest and need, and often lead by student leaders from Grade 6.
- To integrate more student agency in the classroom, Independent Reading choice was built into Reading lessons across grades, in line with Bastow Leading Literacy learnings
- Conferences were carried out throughout the entirety of remote learning and while on site. These were used as a platform for the discussion of feedback and learning goals and staff all became highly aware of the benefits of carrying them out formally and regularly.

Due to the extensive impact of Covid 19 and goals that were not met, extensive planning has been completed in order to continue to strive towards our school's strategic goals in 2021.

### Achievement

In 2020, the school continued work on its strategic plan goal of maximising the learning and growth in Reading and Writing for each student.

All students continued to improve in both Literacy and Numeracy, although the progress has been slower than expected. Some of the goals were unable to be assessed due to the absence of NAPLAN. In regards to the student growth goals in Reading and Writing, the school did not meet the 12-month target. With a goal on 95% of students making 12 months growth, 71% of students achieved this. This outcome was a direct consequence of the impacts of Covid 19. During remote learning, staff were able to utilise online resources and communication methods for consistent content delivery and assessment and developed new ways of differentiating learning for students. While teachers actively monitored student's learning and growth where possible, the planned actions to target this outcome were unable to be undertaken. In 2021, students who did not make the expected growth will take part in a year-long tutoring program that will target the specific needs of each student and support classroom teachers to cater for the range of student abilities within their classes.

### Engagement

Despite the extended time away from school, our school community showed resilience throughout 2020 and the communication between the school and home remained a main focus throughout the year. Parents and students remained connected with school staff through online and direct communication methods, and we were able to gather as a school community at the end of the year to celebrate at our School Concert and Graduation.

This year, St Andrews Primary School focused on KIS related to the FISO dimension; Empowering Students and Building School Pride. The work in this area in 2020 included;

- Regular meetings with the student representative council, the Echidna Council
- Staff professional learning and discussion in relation to student agency in the classroom
- Maintenance and further implementation of the SWPBS Program

We did not make the desired growth in this area as such a large portion of the year was completing remote learning and, upon the return to school, our focus shifted to creating a smooth transition back to school for our students. In saying this, some incidental events contributed to development in this area and we were able to achieve some of the 12 month targets.

- The Student Attitudes to School Survey results for 'Effective Teaching Practices for Cognitive Engagement' was 53% positive. The areas of 'Stimulated Learning', and 'Teachers explaining difficult things clearly' brought this rate down in particular, and can be closely linked with an extended period of learning away from school. While this was the case, we were happy to see an increase in the level of 'Teacher Concern' felt by students and negative responses from students in the factor of 'Student Voice and Agency' decreased from 24% to 19% of students within the senior cohort.
- Our Staff Survey reflected an average of 74% positive responses related to Academic emphasis (60%) , Collective efficacy (78%), Viable curriculum (75%) and Collective focus on learning (83%). With 3 new teaching staff joining the school during remote learning, this response is fantastic. The School Staff Survey demonstrated positive growth in 9 out of 10 assessed factors for School Climate, with the response to 'Collective Responsibility' remaining 100% positive.
- Our Parent Opinion Survey showed a General Satisfaction positive result of 64% of the 11 people who completed the survey. We were proud to see that, even through remote learning, we saw an improvement in the positive endorsement of 'Stimulating Learning' and 'No Experience of Bullying'.

Throughout 2020, we remained focused on increasing student agency through student learning and the further implementation of the School Wide Positive Behaviour Framework. We were able to;

- Hold initial student Representative Council and Student Leadership meetings in Term 1, with School Captains and student representatives nominated for the year
- Afternoon 'Clubs' were initiated, driven by children, in the Term 4 return to school. These were guided by student interest and identified health and wellbeing needs, and often lead by student leaders from Grade 6.
- To integrate more student agency in the classroom, Independent Reading choice was built into Reading lessons across all grades, in line with Bastow Leading Literacy learning
- Conferences were carried out throughout the entirety of remote learning and while on site. While not formalised, these were used as a platform for the discussion of feedback and learning goals and staff all became highly aware of the benefits of carrying them out formally and regularly.

In 2021, our Professional Learning Team will remain focused on increasing student agency throughout the school. This will include actions such as;

- recommencing the Echidna Council (SRC) when students return in 2021
- reviewing how data is used with staff and students throughout the year to track our development against our goals throughout the year
- staff professional learning in line with what is 'Best Practice' in regard to student agency.

## Wellbeing

The wellbeing of students at St Andrews Primary School is a high priority for all staff. We are fortunate to be situated in a very connected and supportive community. Over the past few years we have been proactive in rolling out a range of actions to improve our student's wellbeing, including; explicit Wellbeing lessons, the SWPBS Framework, access to a visiting psychologist, improved teacher awareness and instructional skills, and more opportunities for student voice to be heard. The challenges of 2020 were reflected in the results of the Attitudes to School Survey where our school saw a downward trend in most domains. In saying this, there was a positive improvement in the following domains; 'No Experience of Bullying', 'Teacher Concern' and the 'Advocate at School' element of 'School Safety'.

The impacts of the extended period of remote learning were evident amongst school students and, therefore, student wellbeing had an increased focus throughout the school year. Students who were disengaged, or whose health and wellbeing was at risk during this period, were invited to come in to work onsite with teachers and every student had access to our school psychologist via telehealth. Positive reengagement became a strong focus in Term Four, with a range of actions being taken to increase wellbeing and improve the feeling of connectedness to the school and within peer groups. Students took part in student designed 'Club' activities each afternoon and explicit wellbeing and positive behaviour lessons were taught in classrooms. We were fortunate enough to be able to make adjustments to allow us to invite all students who had missed out on school camp to join in a mutli class camp to Beechworth in Term 4 and made student voice activities at school and at camp a priority focus.

Parent wellbeing was also a large focus for the school in 2020. Parents were called regularly throughout the year to; keep in touch, remain informed and feel supported with wellbeing. As soon as we were able, parents were invited back onsite so that face-to-face communication and social interactions were able to resume. The School Council met 8 times throughout the year and a focus on the school community's wellbeing remained a key focus. Direct support and discussion raised at these meetings enabled the school staff to remain informed and take appropriate action where and when appropriate. One of the key actions was to increase communication between school and home through additional emails, social media posts and phone calls to families.

Wellbeing remains a key focus in 2021 where;

- Explicit Wellbeing lessons will remain in place
- Student Voice will be prioritised with regular Student Representative Council Meetings
- The SWPBS Program will be reengaged with, promoted and celebrated amongst students and with the community
- A chaplain will be engaged and attend school 3 days a fortnight to assist with our wellbeing program
- Communication between school and home will remain a key focus with the roll out of Compass as a portal for whole school communication
- Our school website will be upgrade to include more thorough and up to date information

## Financial performance and position

St Andrews Primary School maintained a sound financial position through 2020 and ran at a surplus. A portion of this money is linked directly with the MARC Van program, with the school's portion of the surplus will be carried over to support the staffing for 2021. The 2018-2021 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The school's equity funding was used to support students in need of additional support throughout the remote learning period and upon their return to school.

The Financial Performance and Position Report shows an end of year surplus of \$12,698. This surplus occurred through generous community grants, fundraising and donations. These additional funds were able to support the improvement of school facilities and learning programs including;

- FRRR funding for a Library Broadening Project and upgrade
- FRRR funding to run Mental Health First Aid courses for the community. (This will be held over into 2021).
- The school's Rolling Facilities Audit will support school facility upgrades and maintenance over the next 4 years, including significant improvements to our Shelter in Place
- Additional Bushfire Preparedness grants allowed us to undertake significant works to ensure the grounds were up to standard before the 2020/2021 fire season
- Sporting in Schools funding allowed students to partake in a range of coaching and sporting activities throughout the year as well as support the purchase of new sporting equipment
- The Parents and Friends committee were still able to raise funds remotely through a Silent Auction and Pie Drive.

Fundraising efforts were used to support the running of the Music program and support the families to attend the end of year camp.

**For more detailed information regarding our school please visit our website at**  
<https://www.standrewsps.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 52 students were enrolled at this school in 2020, 30 female and 22 male.

NDP percent of students had English as an additional language and 0 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.

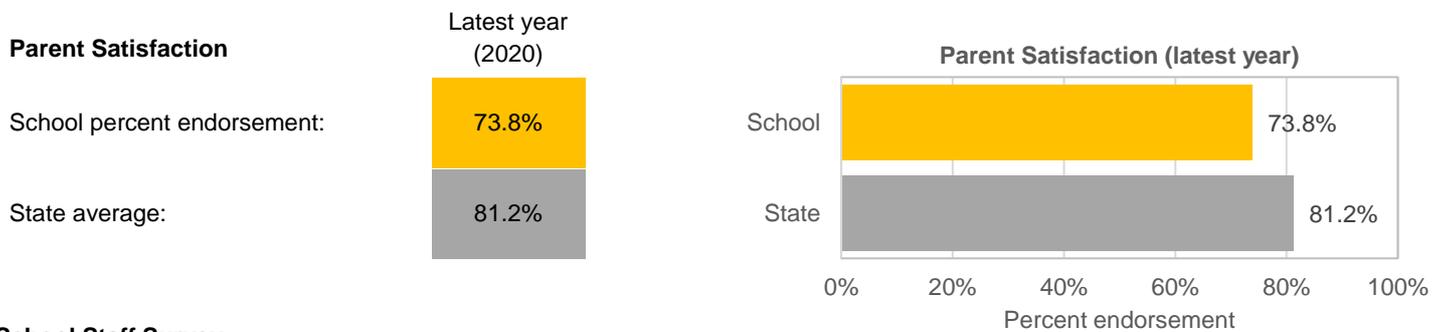
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

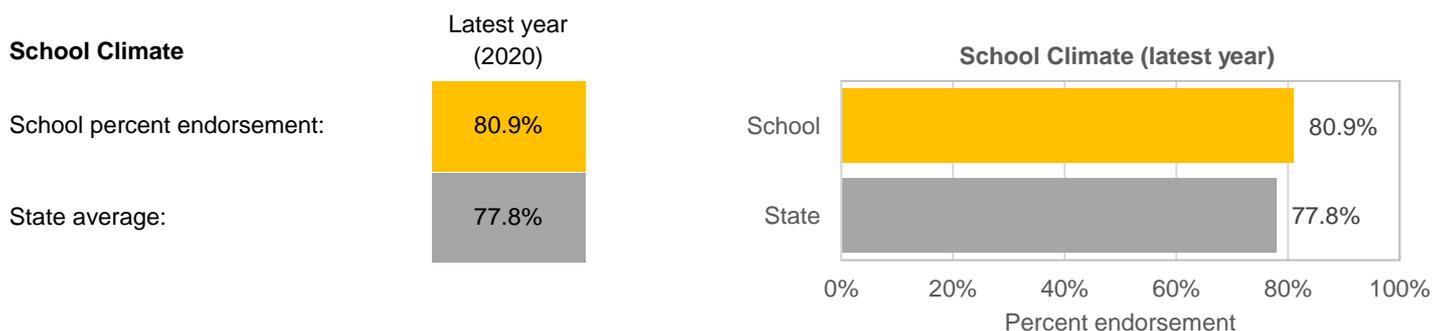


### School Staff Survey

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:

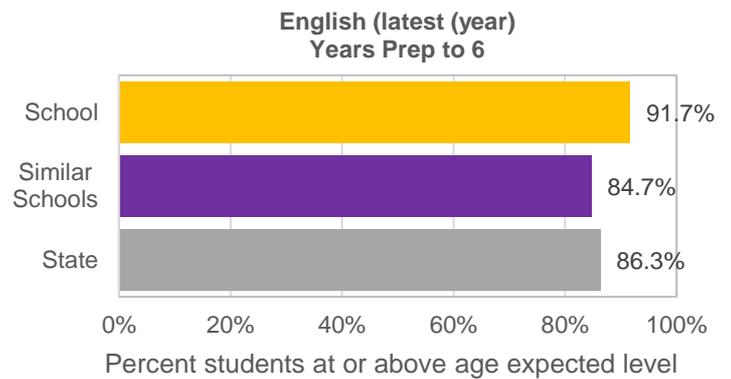
91.7%

Similar Schools average:

84.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

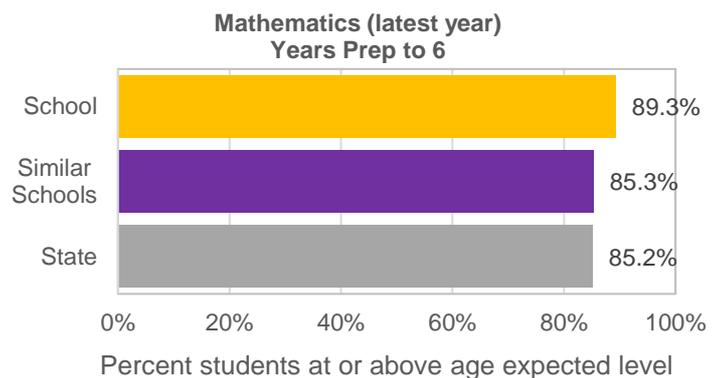
89.3%

Similar Schools average:

85.3%

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

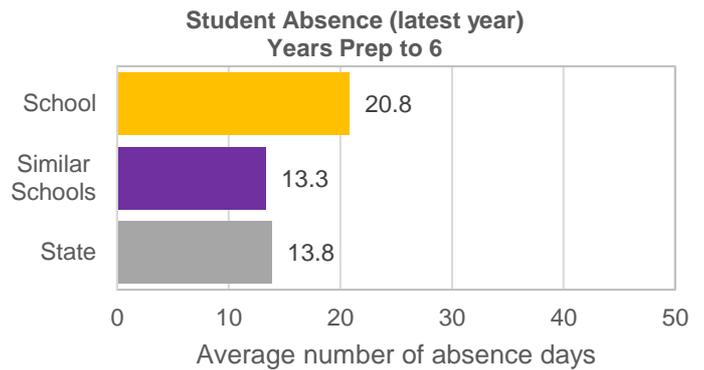
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.8	18.3
Similar Schools average:	13.3	15.8
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):	93%	86%	94%	87%	NDP	92%	90%

## WELLBEING

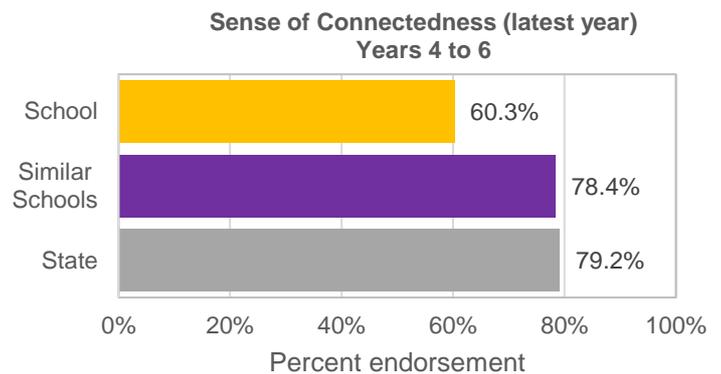
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	60.3%	76.1%
Similar Schools average:	78.4%	81.0%
State average:	79.2%	81.0%



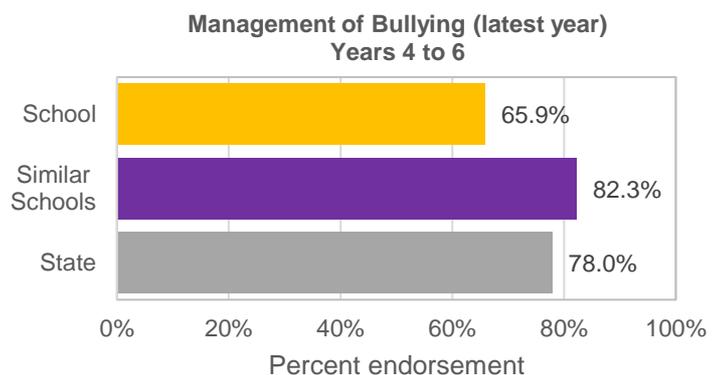
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	65.9%	82.0%
Similar Schools average:	82.3%	82.5%
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	\$636,620
Government Provided DET Grants	\$173,544
Government Grants Commonwealth	\$4,250
Government Grants State	NDA
Revenue Other	\$52,098
Locally Raised Funds	\$78,640
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$945,151</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$628,683
Adjustments	NDA
Books & Publications	\$1,066
Camps/Excursions/Activities	\$21,350
Communication Costs	\$2,534
Consumables	\$21,589
Miscellaneous Expense <sup>3</sup>	\$9,226
Professional Development	\$3,817
Equipment/Maintenance/Hire	\$7,661
Property Services	\$22,071
Salaries & Allowances <sup>4</sup>	\$52,122
Support Services	NDA
Trading & Fundraising	\$8,016
Motor Vehicle Expenses	\$3,818
Travel & Subsistence	NDA
Utilities	\$16,496
<b>Total Operating Expenditure</b>	<b>\$798,450</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$146,701</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$177,756
Official Account	\$6,844
Other Accounts	\$12,591
<b>Total Funds Available</b>	<b>\$197,191</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$26,561
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$39,920
School Based Programs	\$106,924
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	NDA
Maintenance - Buildings/Grounds < 12 months	\$37,590
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$210,995</b>

*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.*