

2022 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).
- 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 24 April 2023 at 03:10 PM by Hayley Styles (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 26 April 2023 at 05:53 PM by Robert Powers (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

Our school is nestled amongst the gumtrees, along the Diamond Creek, in the township of St Andrews, 45 kilometres north-east of Melbourne. At St Andrews Primary School values reflect that of our community's vision; to support our students with the knowledge, skills and passion that they need to become caring, responsible and courageous community members. Our school values are *Caring, Courageous* and *Responsible*. These provide us with the framework to plan for positive growth for each individual student's learning and wellbeing.

In 2022, we had 36 students enrolled across two classrooms; Prep/1/2 and 3/4/5/6. The school's Student Family Occupation and Education Index is 0.2304. The staffing profile is made up of 1 Principal (1EFT - which in the second semester was undertaken by 0.6 substantive Principal, and 0.4 Acting Principal), 2 full-time and one part-time Classroom Teachers (2.5 EFT), 2 Specialist Teachers (0.33 EFT), one Education Support Staff member (0.8 EFT), one Chaplain (0.3 EFT) and one Business Manager (0.6 EFT). As our School Strategic Plan ended in 2021, our school undertook a strategic review in 2022 and developed a new School Strategic Plan.

Throughout 2022, students were taught; STEM, Japanese, ART, Wellbeing and PE explicitly by our teaching staff. We offered individual music lessons throughout the year and students in years 3 to 6 were invited to join small group rock bands.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the key learning goals for the school were:

- to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.
- to develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.
- to embed a whole school approach to the delivery of differentiated learning, feedback and high expectations.

These were achieved through a variety of means, but largely carried out through the formation of a strong Professional Learning Community and 5 weekly data review cycles. Professional Learning enabled us to increase staff capability to analyse student data, differentiate their lessons in accordance with this, and cater for each students' point of need. Extensive work was put into teachers' ability to use assessment data to support their decisions.

Staffing resources were prioritised in order to enable for 3, smaller, fluid learning groups, to run daily for Literacy and Mathematics. Reviewed every 5 weeks, students were able to be catered for explicitly and their growth tracked closely by the whole staff. With a goal of, 12 months growth for every child, we were able to achieve this for 73% of our students.

Wellbeing

Our Wellbeing goal for 2022 was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. We did this through a variety of means, including the ongoing use and development of programs already existing within the school; SWPBS, School Wide Chaplaincy support and Respectful Relationships curriculum teaching. School staff actively participated in professional learning through the Resilience Project and actively implemented this learning, and associated lessons through weekly wellbeing lessons and daily wellbeing practises. Parents and students spoke highly of the program and our student survey data in relation to *Effective classroom behaviour, teacher concern* improved and student *perseverance and emotional awareness, and regulation* stayed stable. The parent opinion survey indicated that there was also an improvement in *promoting positive behaviour, student motivation and support, confidence and resiliency skills*.

Beyond the formalise curriculum programs, there are a range of activities that contributed to the improvement of student wellbeing including;

- Student-led art work, active participation in and enjoyment of our month-long Christmas display and Community Christmas Lunch
- Students undertook Swimming lessons in Term 4
- To celebrate the special people that impact our lives in a positive manner, students invited the special people in their lives to enjoy a morning tea at school. Students presented their guests with a thank-you gift.

Engagement

Students at St Andrews Primary School show a high level of engagement towards their learning as well as extracurricular activities such as music, band, and sporting activities. Our student engagement data is incredibly positive, with our *School connectedness* and *Sense of inclusion*, and *Motivation and interest* data sitting above that of the state and network. Our absence data is lower than that of similar schools but above state and network data. Fortunately, parents communicate absences promptly to staff and explanation is provided for most absences, with many linked to medical needs and family holidays. For those with specific needs, absence plans are created swiftly, and the student and family supported closely by the school and relevant engagement supports. Students are consulted with regularly, to address engagement concerns and provide opportunities for all to engage highly within their school community. Student leadership opportunities cater explicitly for this, with School Captains actively contributing to the learning calendar. Last year, students were able to lead a variety of positive social and educational experiences including; PJ Dress up for HoMie, Spooky Day, Sports/AFL Day, Band performances at the town festival and active participation in the Seniors Morning Tea.

Other highlights from the school year

Our teaching program was enriched by a range of extracurricular programs including; Sporting in Schools coaching, Senior Student Leadership days, Japanese Cultural days, Inter-School Sporting events, Portsea Camp (for students in Years 2-6), and a range of incursions and excursions including: Indigenous Education at CERES, Flying Bookworm Theatre, Red Cross Education and a Dance workshop. We were also able to participate in a term long dramatic performance project, run by a local storyteller, 'All the World's a Stage'. Students were excited to develop the scripts and props in order to present their dramatic performance to the school community.

The school proudly joined the Connected St Andrews group in 2022, with the intention of building stronger connections with people across our township, both for the school and the school's families. We are excited at the prospects that it will present the school with in the future.

Students were able to participate in a variety of community events, including the St Andrews Festival where our bands performed, the Sorry Day event in Reconciliation Week at Knox Park, and our end-of-year Christmas Concert and Graduation.

Financial performance

St Andrews Primary School ran at a surplus this year. Some of this additional funding was carried over as a result of MARC staffing excess costs as well as ongoing maintenance work and planned staffing coverage.

In 2022, we were fortunate to receive a range of grants that allowed us to provide a range of exciting opportunities and improvements for our school. These grants have allowed us to;

- provide children with an extensive range of activities at the St Andrews Festival.
- run Out of School Hours care at a reduced rate for our community and improve its facilities.
- create and display extensive Christmas decorations and offer a community lunch in December.
- Provide students with an in-house artist to facilitate their "All the World's a Stage" learnings and performance.
- carry out extensive grounds and kitchen garden improvements, including a school mural done created by a St Andrews artist.

Our parent community also ran a range of fundraising activities, including a silent auction and cherry sales, that enabled us to reduce the cost of band fees for families and improve student reading materials.

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 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 36 students were enrolled at this school in 2022, 19 female and 17 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).

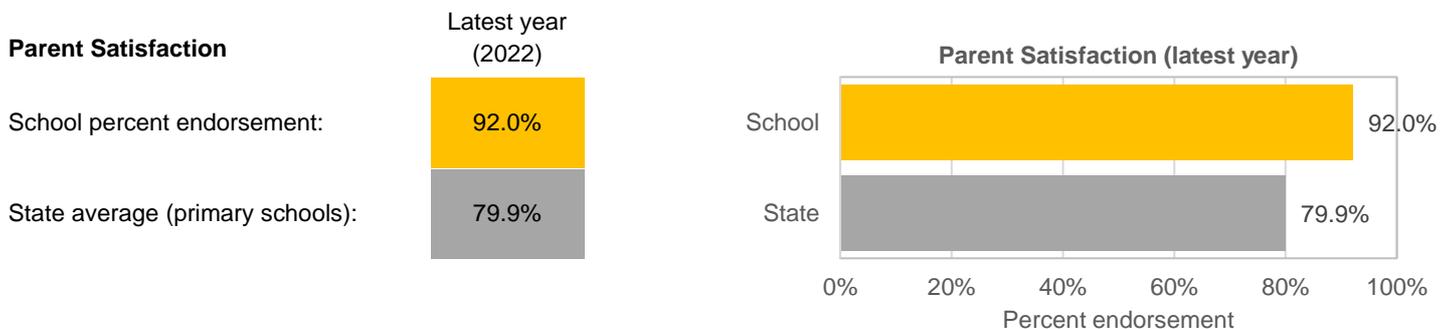
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

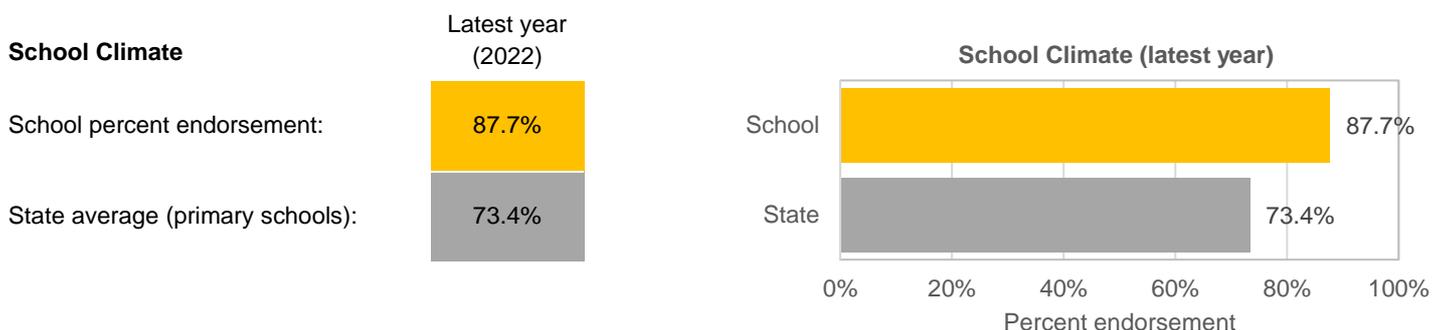


School Staff Survey

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:

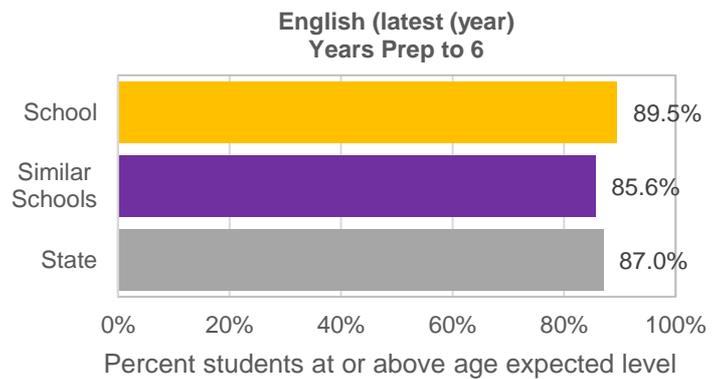
89.5%

Similar Schools average:

85.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

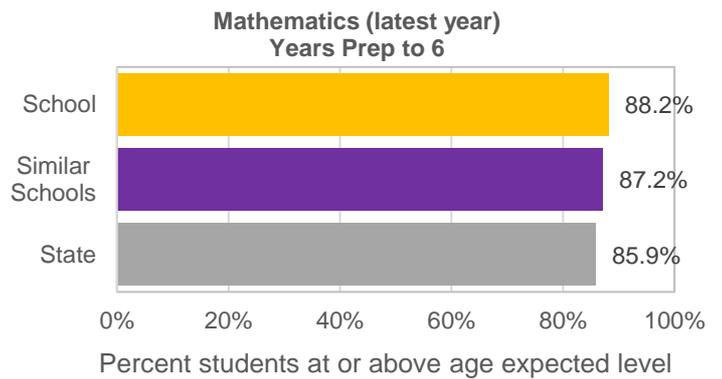
88.2%

Similar Schools average:

87.2%

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.

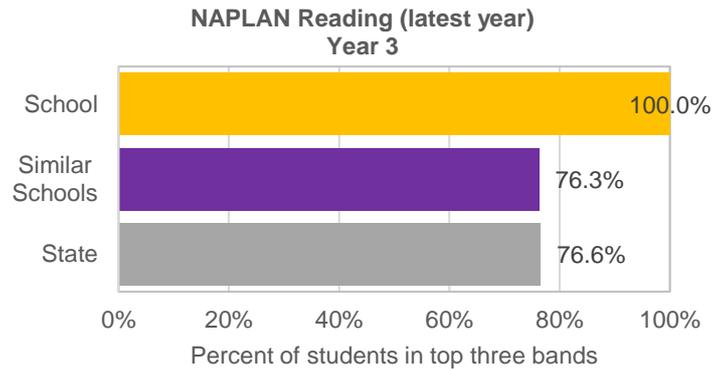
NAPLAN

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.

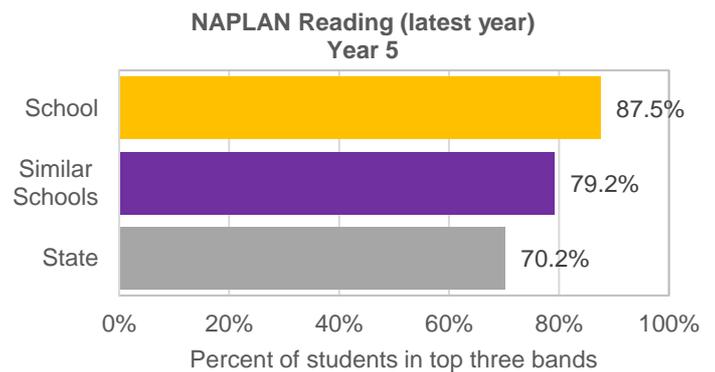
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	92.3%
Similar Schools average:	76.3%	76.7%
State average:	76.6%	76.6%



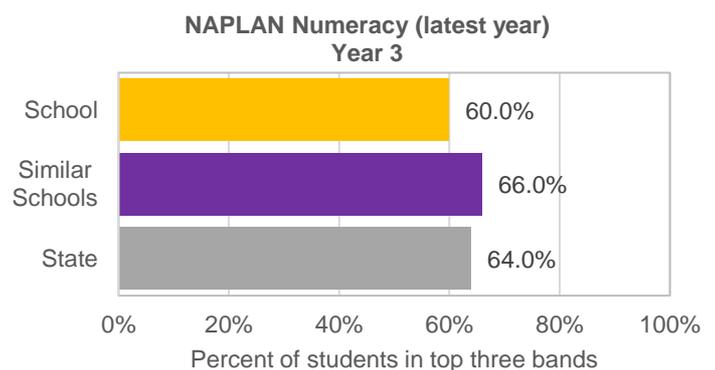
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	93.8%
Similar Schools average:	79.2%	72.2%
State average:	70.2%	69.5%



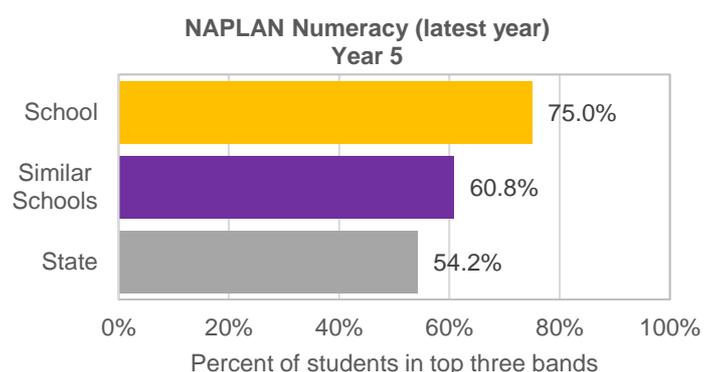
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	83.3%
Similar Schools average:	66.0%	68.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	64.7%
Similar Schools average:	60.8%	59.7%
State average:	54.2%	58.8%



WELLBEING

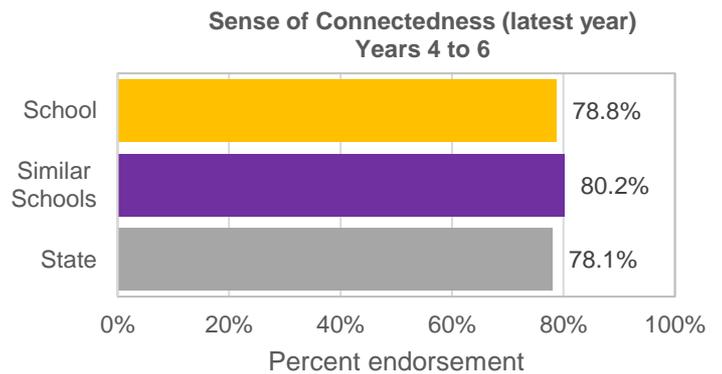
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.8%	71.6%
Similar Schools average:	80.2%	80.7%
State average:	78.1%	79.5%

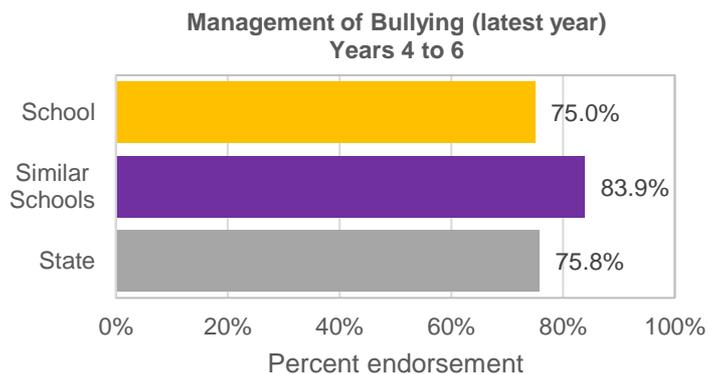


Student Attitudes to School – Management of Bullying

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:	75.0%	75.6%
Similar Schools average:	83.9%	83.2%
State average:	75.8%	78.3%



ENGAGEMENT

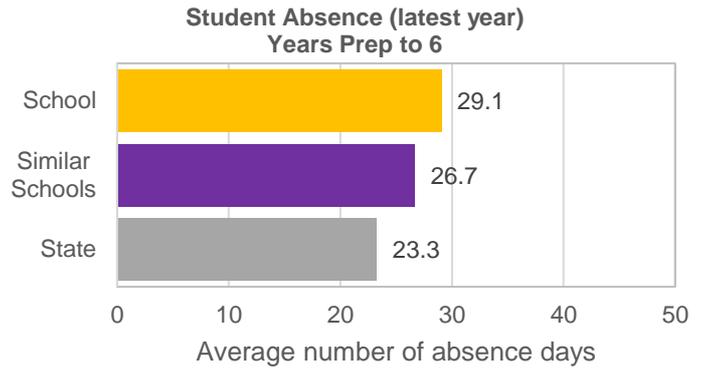
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.1	22.5
Similar Schools average:	26.7	18.4
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):	82%	90%	91%	77%	90%	85%	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$683,271
Government Provided DET Grants	\$176,646
Government Grants Commonwealth	\$48,100
Government Grants State	\$16,691
Revenue Other	\$19,276
Locally Raised Funds	\$60,230
Capital Grants	\$0
Total Operating Revenue	\$1,004,215

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$642,701
Adjustments	\$0
Books & Publications	\$11,399
Camps/Excursions/Activities	\$29,577
Communication Costs	\$2,767
Consumables	\$20,807
Miscellaneous Expense ³	\$8,471
Professional Development	\$5,856
Equipment/Maintenance/Hire	\$16,832
Property Services	\$16,203
Salaries & Allowances ⁴	\$68,175
Support Services	\$0
Trading & Fundraising	\$12,063
Motor Vehicle Expenses	\$4,151
Travel & Subsistence	\$0
Utilities	\$18,060
Total Operating Expenditure	\$857,061
Net Operating Surplus/-Deficit	\$147,155
Asset Acquisitions	\$32,578

- (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	\$351,097
Official Account	\$31,228
Other Accounts	\$2
Total Funds Available	\$382,328

Financial Commitments	Actual
Operating Reserve	\$35,185
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$67,428
School Based Programs	\$159,938
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	\$52,659
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$315,210

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.