

2020 Annual Report to The School Community



School Name: Stawell Primary School (0502)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 04 May 2021 at 03:23 PM by Robyn Jones (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 04 June 2021 at 09:19 AM by Andrew Dunn (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

Stawell Primary School is a historically significant school, located centrally in the town of Stawell in the West Grampians Network. '502' – as the school is known locally, has a current enrolment of 280 making it the largest primary school in Stawell, with students drawn from both the town and surrounding rural districts.

The school grounds include both passive and active play spaces including a sensory garden, adventure playgrounds, basketball and netball courts and an oval.

Stawell Primary School's Vision and Values statement reflects the importance placed on developing both the academic progress and the emotional wellbeing of all students. The school's mantra of 502-P.R.I.D.E. (Participation, Respect, Integrity, Determination and Excellence) sets important standards in terms of work effort, behaviour expectations and aspirations for all.

We aim to be: proud of ourselves, proud of our work, proud of our school and proud of our community.

Stawell Primary School has 28 staff members comprising of: two Principal class, 19 teachers, seven Education Support staff including a Chaplain and a canteen manager.

The school's leadership profile consists of the Principal, Assistant Principal, three Community of Practice (COP) leaders, and three Professional Learning Community (PLC) Leaders.

The school's grade structure consists of 13 classes, grouped into three teaching and professional learning units: Prep–Year 2, Year 3–4 and Year 5–6.

The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum differentiated to meet student needs. It offers Specialist subject areas of: PE, the Arts, Music and Chinese as the Language Other Than English (LOTE).

Enrichment programs include swimming, extensive camps and excursions opportunities, sporting programs and a strong transition process involving local kindergartens (K-P), Stawell Secondary College (6-7) and the broader community.

Student leadership plays an important role within our school, enabling students to build their leadership capacity, whilst providing opportunities for student voice and agency. Our school has a strong link with the College in supporting opportunities for student-led programs by secondary students.

Our school provides a range of extra programs to support student well-being and to develop resilience and social skills, including mentoring and buddy programs. The School Chaplain and associated programs such as Kids Hope, Breakfast Club and Uniform Shop, provides well-being support for students and their families.

The school actively encourages parent and community partnerships which support student learning and well-being.

Parent helpers regularly assist in classrooms and with school events. Students are encouraged to be active members of the Stawell community.

Striving to be the best you can be continues to be the goal for all members of our school community

Framework for Improving Student Outcomes (FISO)

In 2020, our identified FISO School Improvement focus areas were chosen to strengthen student achievement outcomes. It was planned to both build teacher capacity and to increase student motivation and engagement in their learning.

Our specific FISO dimensions were:

1. Building Practice Excellence
2. Intellectual Engagement and Self Awareness
3. Setting Expectations and Promoting Inclusion

1. The focus for 2020 was to strengthen our skills of teacher collaboration through:

- further developing our meeting practices
- through observation of teaching and the provision of feedback
- by building upon our use of student data to inform our practice

This was to be completed with a curriculum focus on the teaching of Reading.

Unfortunately, the extended periods of remote learning did not allow for this to happen as planned - especially in terms of participating together in targeted professional development opportunities (Teaching Sprints). However, through the delivery of remote-learning, teacher collaboration and practices were certainly strengthened in ways we had not planned for. (see below - Achievement) The positives of this are evident in current practice.

2. In the same way, the building of student engagement through the provision of authentic learning opportunities and use of technology, was also an indirect success of remote-learning. (see below - Engagement) As a school community, we actually experienced the core requirements of using a Deep Learning approach, without necessarily realising it. This has now provided us all with a stronger foundation and understanding of the importance of providing an engaging curriculum, moving forward.

3. Building upon the further development and inclusion of our School-Wide Positive Behaviours program was certainly challenged with students working off-site for so long. The essential core skills of building peer connectedness, establishing classroom expectations, building teacher-student relationships (face to face) and establishing agreed playground expectations, was simply not possible to the planned level in 2020 . However, our school values of PRIDE and the strengthening of our well-being practices, were never more important and certainly became the focus and a priority for us all. (see below- Well-being)

In a very challenging and difficult year, we continued as a school community to build upon our identified goals. We tested the mettle of our school and our practices. Whilst not as planned, we certainly achieved successes and improvements to build upon in 2021.

Achievement

2020 Focus areas: 1. Building teacher capacity to improve student achievement outcomes. 2. Continued implementation of the school's Reading Project.

Throughout the period of remote-learning and the eventual return to school, we were able to:

BUILD TEACHER CAPACITY

In 2019 and the lead into 2020, considerable focus had been given to using data/evidence to both inform teaching and to change and improve practice. Focus had also been given to strengthening PLC practices to build teacher collaboration and team growth, to further support student learning.

Remote-learning certainly gave us many opportunities to continue to build upon these, with an incredible focus on building capacity and working together.

As it did for our students, it gave staff purposeful, authentic learning opportunities which built collaboration and engagement.

The following were identified by staff as curriculum opportunities:

- Building technological confidence (staff & students)
- Point of need teaching
- Google Classroom suite
- Google Slides – to create interactive resources
- Delivery of instructions – need for clarity
- Flexible learning – self-paced
- Increased student engagement
- Giving of timely feedback
- No classroom disruptions – focussed learning
- Being able to re-watch video tutorials
- Opportunities for extra practice of skills
- New ways of learning (and teaching)
- Extending higher achievers

• **Structured lessons**

Staff agreed that remote-learning created the opportunity to learn together, to create authentic and purposeful learning whilst developing new skills for themselves. (Deep Learning)

Webex has also introduced us to a new way of professional learning. Our teacher capacity-building initially focussed on Teaching Sprints and the work of Simon Breakspear. Whilst we may not have been able to implement as many as planned due to the remote-learning limitations, Webex gave us the opportunity to work remotely with the Agile Leadership company, building and extending our professional learning opportunities.

The practice of working remotely in a meaningful way, is now seen as an accepted practice by staff – it is no longer deemed as just watching the screen, it is now understood to be an interactive and productive way of learning. It gives us meaningful access to ‘experts’, normally not accessible to us in rural areas, supporting our learning and development.

CURRICULUM – READING FOCUS

Our agreed school focus was to concentrate on Reading, Writing and Maths as core subject areas for remote-learning. The teaching of Reading continued to be a focus throughout the remote-learning period, ensuring continuity of practice and skill building. It was a familiar area for the home-school partnership allowing parents to be still actively involved.

Daily practice and comprehension activities were the most common activities implemented across the school. Many new programs and changed pedagogical delivery used during remote-learning have now been implemented in classrooms, due to the increased engagement levels and increased skill attainment of students in Reading.

FUTURE PLANNING

In our recent School Review, whilst we were identified as having a positive collective and collaborative focus on student learning, curriculum planning and use of data to inform teaching and learning practice and the need to build greater consistency of practice was also highlighted as a challenge for the next four years.

Our challenge will be to continue to build the practices of our Professional Learning Communities (PLCs) to further build teacher knowledge and capacity. This will include greater opportunities for peer observations, learning from others and increased external professional learning opportunities.

Growth will also be supported through the introduction of improved school documentation for sequential learning. The collation and implementation of these documents, as a foundation for our teaching and learning practice, will be our priority.

Please note: it was not mandated or expected for students/staff/parents to participate in DET surveys during COVID, which may impact upon our school performance data results for 2020

Engagement

2020 Focus areas: 1. Building student engagement through the introduction of a Deep Learning approach.

Whilst not implemented as planned, the period of remote-learning gave our school community the opportunity to learn about and participate in Deep Learning, in the most authentic and genuine way possible.

Activities which supported the 4 Deep Learning components included:

1. New Pedagogies:

- authentic learning activities – real life focus
- project based, inquiry learning
- blended learning
- student focussed/led
- flexible learning options
- engagement
- self-directed activities
- building learner resilience

2. Leveraging Digital

- use of digital technologies for real time learning
- accessing information
- personalised learning
- real time learning and feedback

3. Learning Partnerships

- students, parents, teachers
- community
- experts

4. Learning Environment:

- home, school, outdoors, global, virtual
- interactive

FUTURE PLANNING

Based upon the experiences of remote-learning, we have seen the value of using a Deep Learning approach in building learner motivation and engagement. For this reason we will continue to develop this model within the school setting, to develop authentic learning opportunities for our students.

Please note: it was not mandated or expected for students/staff/parents to participate in DET surveys during COVID, which may impact upon our school performance data results for 2020

Wellbeing

2020 Focus areas: 1. To implement the expectations of our School-Wide Positive Behaviours program to ensure consistency across the school

To support the period of remote-learning:

- Our 502 PRIDE values of Participation, Respect, Integrity, Determination and Excellence were paramount in all remote-learning contact and activities

To support the process of remote-learning, combined with on-site attendance, the following were implemented:

- Webex Protocols -developed to ensure respectful participation for all students and staff in the new 'classroom'
- Child Safe and E-Learning expectations
- revisited to protect students and staff with consequences enforced for any breach of expectations

2020 gave us a unique, but extremely important insight into our Wellbeing beliefs, structures, supports and processes. It gave us the opportunity to improve many aspects of our support for each other, particularly highlighting the importance of maintaining good mental health and feeling of connectedness. Focus was given to:

UNDERSTANDING FAMILIES

The following were identified in terms of home-school partnership opportunities:

- Increased insight into students' lives
- an 'all in this together' approach
- Less formal
- Increased opportunities to talk/ask questions
- Parents more willing to ask teachers for help
- Improved understandings of the learning process
- Increased exposure to learning content
- Introduced multiple forms of communication
- Increased contact with families (some not seen before)
- Easier to contact each other via WebEx

- ES role in education – more visible and valued
- Use of Google Forms for survey/responses

WELLBEING WEDNESDAYS

- Introduced to give everyone a break from curriculum tasks and expectations of remote learning

VULNERABLE STUDENTS

Support was introduced:

- to make contact with families
- to support students struggling with their learning
- to support families of these students with engagement and re-engagement

ON-SITE ATTENDANCE

Introduced:

- to supervise children of essential workers
- to assist student well-being in regard to making social connections, building interaction skills, reassurance during a difficult time, encourage new friendship building
- help to keep students engaged in their on-line learning tasks when at school
- to provide respite for some students
- to develop confidence and re-engagement skills of identified vulnerable students prior to returning to school

STAFF WELL-BEING

- Daily monitoring by Principal and AP
- Shortened meetings with a focus on sharing of ideas and modifying curriculum delivery, based on feedback
- Regular, informal PLC catch-ups for support and check ins = highly valued
- Regular communication with staff working off-site
- Increased inclusion of ES staff in remote-learning process, especially Staff Forums
- Changes to on-site attendance roster to reflect teacher requests
- Provision of access to formal support:

SASS WELL-BEING

- Formed as an extension of the Stawell and Surrounding Schools (SaSS) network to support staff and families
- Reps meeting from SaSS schools, Grampians Community Health, DET, Northern Grampians Shire, Guests -

WISA

- Weekly meetings via Webex

FAMILY WELL-BEING

School Level:

- Week 3 Family Check-in surveys – how are you going?
- Chaplaincy – including continued provision of food hampers
- Contact details for support agencies and services listed on website
- Clear communications and access to COVID and remote-learning information

FUTURE PLANNING

Based upon the experiences of remote-learning, we will continue to implement and extend well-being practices implemented for our school community.

Please note: it was not mandated or expected for students/staff/parents to participate in DET surveys during COVID, which may impact upon our school performance data results for 2020

Financial performance and position

Whilst 2020 was a difficult year for so many reasons, the disruption to the normal school year did allow us to make some significant savings to our overall operational costs.

The High Yield account, holding almost \$400,000, was a reflection of less payments for CRTs, staff sick days and associated professional learning expenses. This will be carried forward to cover some outstanding accounts and will include surplus funds to be committed to 2021 programs.

Pleasingly, with less expenditure, we were also able to eliminate our staffing deficit.

Our Financial commitments are: School Based Funds of \$10,638 which includes as yet unspent Grant monies, Shared Funds of \$11,669 which are held for the Respectful Relationships program for both our school and the Stawell Cluster schools and a Maintenance Budget of \$92,048. This money is targeted to the implementation of our 2021 Condition Assessment Report findings.

We also have an Operating Reserve of \$77,822 providing us with a healthy buffer for 2021.

For more detailed information regarding our school please visit our website at
www.stawellps.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 280 students were enrolled at this school in 2020, 135 female and 145 male.

3 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) which takes into account parents' occupations and education.

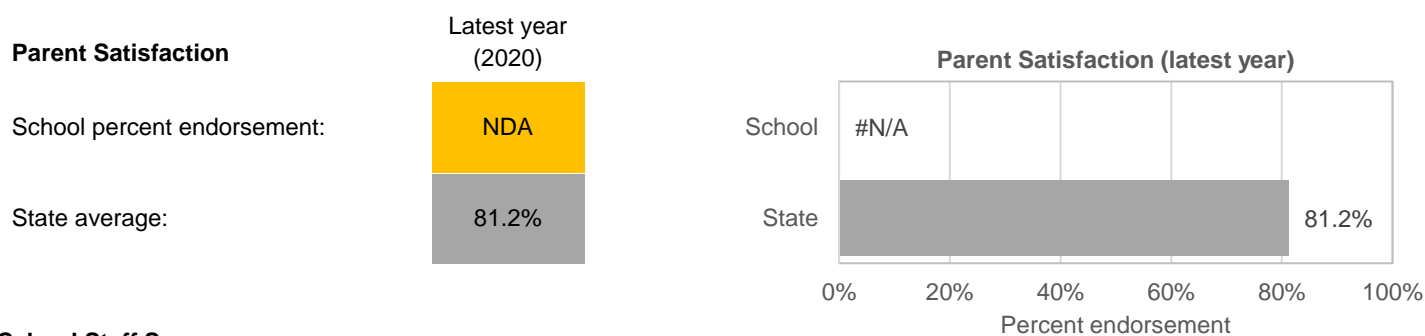
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

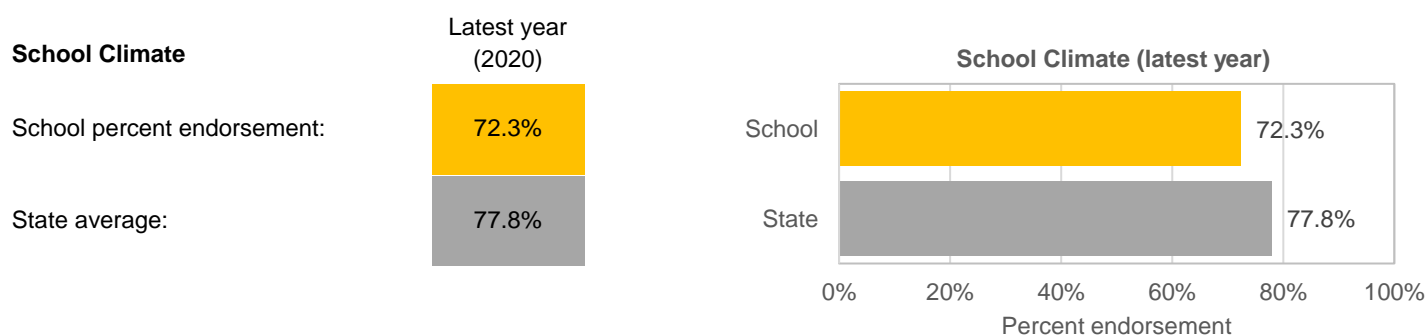


School Staff Survey

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:

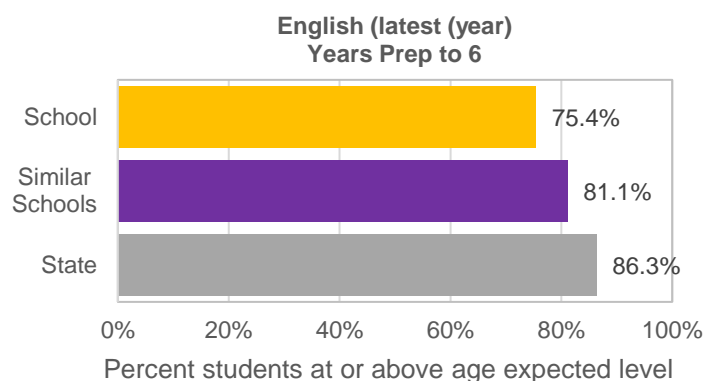
75.4%

Similar Schools average:

81.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

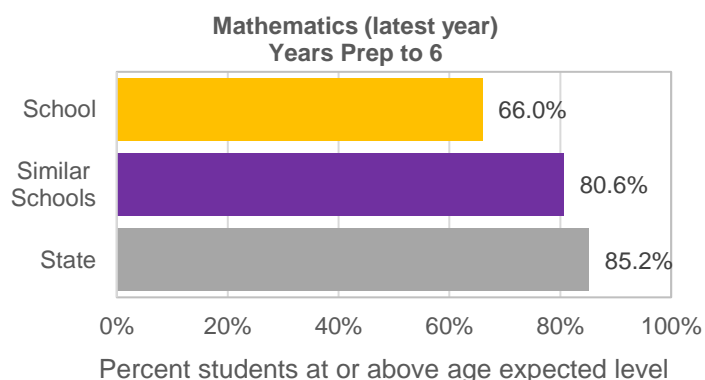
66.0%

Similar Schools average:

80.6%

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

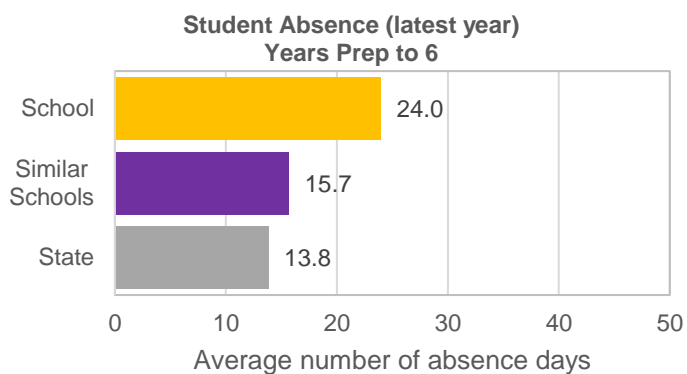
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.0	17.3
Similar Schools average:	15.7	15.6
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):	86%	88%	89%	88%	88%	89%	85%

WELLBEING

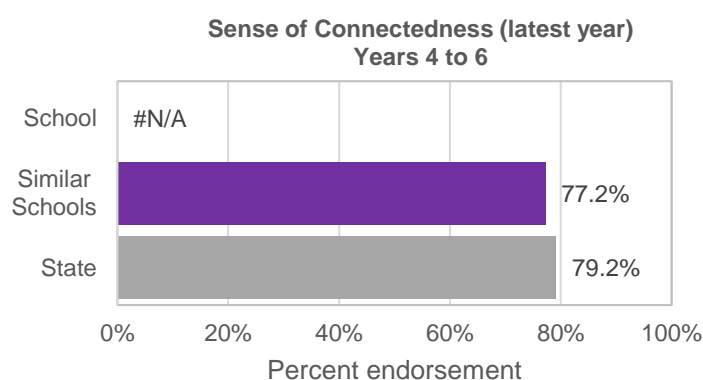
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.3%
Similar Schools average:	77.2%	79.9%
State average:	79.2%	81.0%



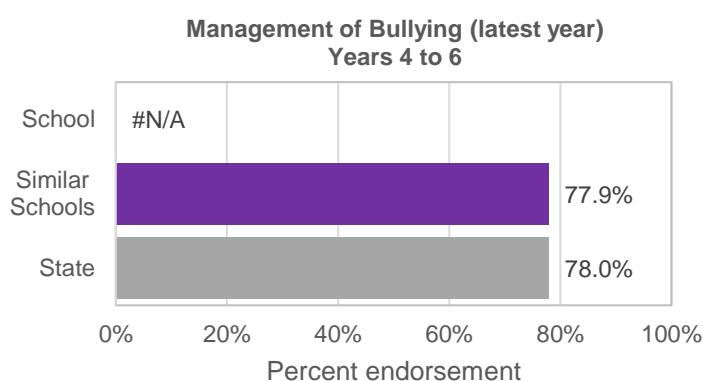
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.0%
Similar Schools average:	77.9%	80.6%
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	\$2,303,151
Government Provided DET Grants	\$464,424
Government Grants Commonwealth	\$13,370
Government Grants State	NDA
Revenue Other	\$7,754
Locally Raised Funds	\$103,770
Capital Grants	NDA
Total Operating Revenue	\$2,892,467

Equity ¹	Actual
Equity (Social Disadvantage)	\$200,782
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$200,782

Expenditure	Actual
Student Resource Package ²	\$2,271,913
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$29,895
Communication Costs	\$5,911
Consumables	\$55,988
Miscellaneous Expense ³	\$4,837
Professional Development	\$3,517
Equipment/Maintenance/Hire	\$84,833
Property Services	\$95,200
Salaries & Allowances ⁴	\$123,127
Support Services	\$33,165
Trading & Fundraising	\$24,700
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$329
Utilities	\$27,561
Total Operating Expenditure	\$2,760,976
Net Operating Surplus/-Deficit	\$131,492
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$396,517
Official Account	\$34,934
Other Accounts	\$5,000
Total Funds Available	\$436,451

Financial Commitments	Actual
Operating Reserve	\$77,822
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$3,703
School Based Programs	\$10,639
Beneficiary/Memorial Accounts	\$5,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,669
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$3,423
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$92,048
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$204,304

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.