

2020 Annual Report to The School Community



School Name: Euroa Primary School (1706)



- 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 16 March 2021 at 02:21 PM by Maree Moyle (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 23 March 2021 at 03:18 PM by Rosie Cameron (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

Euroa Primary School is a Victorian Government school, located in picturesque central Victoria, and an enrolment in 2020 of 151 students. Euroa Primary School's vision is to prepare young people to actively participate in the learning and social environment around them. We aim to equip students with skills and knowledge that will allow them to excel in an ever changing 21st century. We want them to be inquisitive, resilient and mindful members of the community.

The values our school community embraces are: Effort, Unity, Respect, Order and Achievement . These values provide us with a framework for the way we achieve our vision.

The purpose of our school is to offer a challenging and supportive learning environment, with experienced dedicated staff, a broad innovative classroom curriculum, and specialist programs for Health & Physical Education, Visual Art, Digital Technology and Japanese. We strive to promote a school culture of academic, sporting and artistic excellence, giving all students opportunity to succeed. We are also sustaining the 'eSmart' program to promote smart, safe and responsible use of digital technologies.

In 2020, our enrolment was 151 students, divided into the following classes: F/1, 1/2, 2/3, 3/4, and 3 5/6 classes. Our school's SFOE is 0.5124 The staffing profile is made up of 1 principal, 1 welfare officer, 2 acting learning specialists, 6 teachers (5.0 EFT), 7 education support staff (3.2 EFT) - 1 of which is of Aboriginal and Torres Strait Islander heritage, a 0.8 business manager, 0.6 office assistant and a 0.4 school chaplain.

Framework for Improving Student Outcomes (FISO)

The school's major focus was on Building Practice Excellence which comes under the Excellence in Teaching and Learning section of the Framework for Improving Student Outcomes (FISO) model. The school has a common instructional model across the school for English and Mathematics, and building on the implementation of the reader's and writer's workshop within our daily literacy block was to be our focus in 2020. This work included:

- * focus on embedding the Reader's Workshop model across the school
- * implementation of the Fountas and Pinnell assessment system for all students in 2020
- * working with DSSI Teaching Partner throughout 2020

To support implementation of these KIS, Acting Learning Specialists were appointed as professional practice coaches. Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and learning walks and recorded as part of 2020 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes.

However, some of our planned AIP actions and professional development plans were modified due to and to support both rounds of remote learning in 2020. This included participating in online communities of practice, online professional learning for staff, and the provision of support for staff as we moved through both rounds or remote learning.

Achievement

In 2020, our school continued work on its strategic plan goal of building practice excellence. in 2020 our staff worked on improving their practice in literacy, with a particular focus on reading throughout the year.

Changes in behaviour/practice and mindset that was observed in 2020 include:

- * A deeper understanding of the reader's workshop model was evident among staff
- * There is more consistency of practice across classrooms
- * Evidence from learning walks shows that teachers are consistently implementing the reader's workshop model in their classrooms

- * Teachers have completed the HITS self evaluation and have a deeper understanding of these strategies
- * Professional learning sessions have consistently focused on developing strong reading practices across the school
- * Teacher planning documents are evidence that daily literacy and numeracy lessons are scheduled daily and follow the school's instructional models
- * All students have had goals set each term, including during remote learning, and most students achieved the goals set for them throughout 2020
- * 3 staff attended and participated in Bastow's Leading Literacy
- * SIT meeting occurred fortnightly on Tuesdays and included involvement of teaching partner and SEIL

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Euroa Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

In 2020, Euroa Primary School focused on KIS related to the FISO dimension Setting Expectations and Promoting Inclusion. The work in this area is ongoing, intentional and, in 2020 included programs such as Student Representative Council (SRC), our PBS program, school chaplaincy program, and student leadership programs. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school.

The school had a focus on improving students' understanding and use of our school values, as indicated in the 2020 AIP.

In 2020, Euroa Primary School continued to work with families to ensure students were at school and learning during onsite instruction and remote learning phases. We continued our strong focus on student attendance and made phone calls after extended periods of absences. Our school worked closely with regional office staff to follow up extended absences and try to put into place return to school processes. Our attendance during remote learning was similar to the attendance while onsite, but did reduce a little as the remote learning phases continued.

Wellbeing

Student wellbeing continued to be a focus. If students are not feeling safe learning can often be difficult. In 2020 the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a part time school chaplain. Our staff worked hard to support students and families throughout remote learning, and also provided additional supports during both returns to onsite learning. Following our first round of remote learning, we surveyed our parents and feedback around support provided was overwhelmingly positive. We also ensured all parents were contacted via phone at least once per week during remote learning, which kept parents connected to our school and to their students learning.

During both rounds of remote learning, food hampers were offered to families in need.

Our school leadership team also closely monitored and supported staff wellbeing throughout 2020. Daily emails and updates were sent to all staff, helping keep staff connected to the school and each other. Fortnightly webex check-ins were held, so we could all 'see' and stay connected to each other. Regular advice and encouragement was provided to staff, with tips and links regularly provided on health and wellbeing topics to support staff to look after themselves during lockdown.

Our school is incredibly proud of how we supported all members of our community during remote learning and throughout 2020.

Financial performance and position

The school is in a solid financial position with an effective team managing the school budget. The School's Fundraising Group was unable to continue with much of their hard work in 2020 with Cattle Sale Canteens, Eat 'n' Auction and raffles unable to continue for most of 2020 and raise valuable funds. Equity money was used to provide a coach, professional learning and increased Welfare coordination time. The school has a small surplus in 2020 to help us stay in a strong position. Strong Curriculum budgets are a priority to allow our students to have the best resources possible. The main over budget area in 2020 was the funding of remote and flexible learning materials for all students, as well as subscriptions to online learning supports such as Seesaw.

For more detailed information regarding our school please visit our website at <http://www.euroa-ps.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 148 students were enrolled at this school in 2020, 71 female and 77 male.

NDP percent of students had English as an additional language and 7 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.

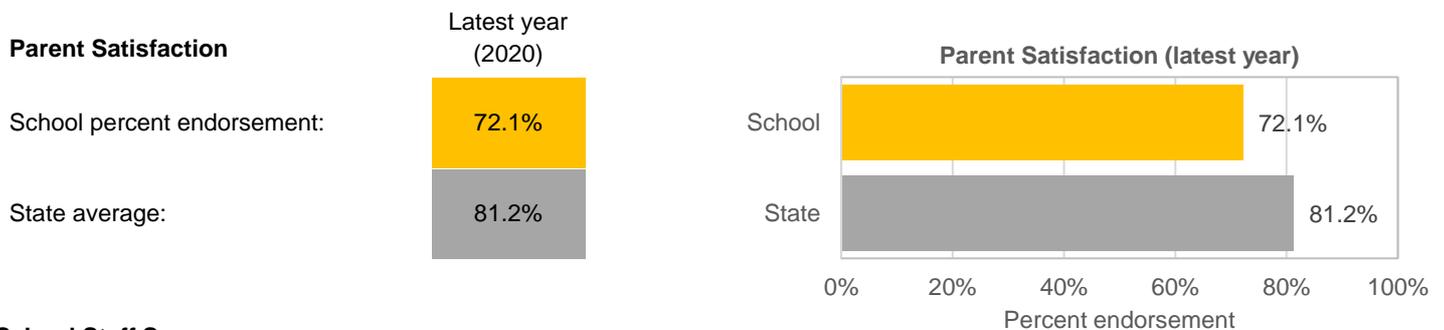
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

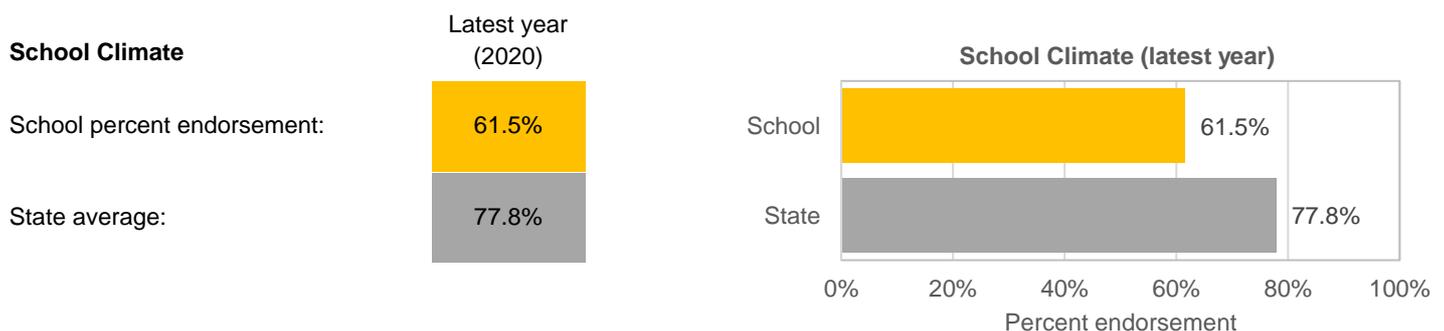


School Staff Survey

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:

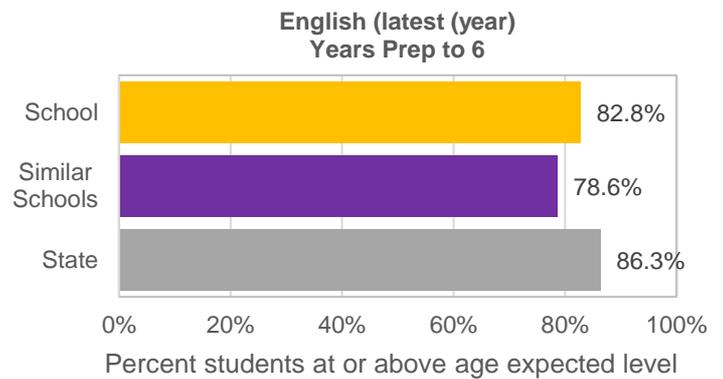
82.8%

Similar Schools average:

78.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

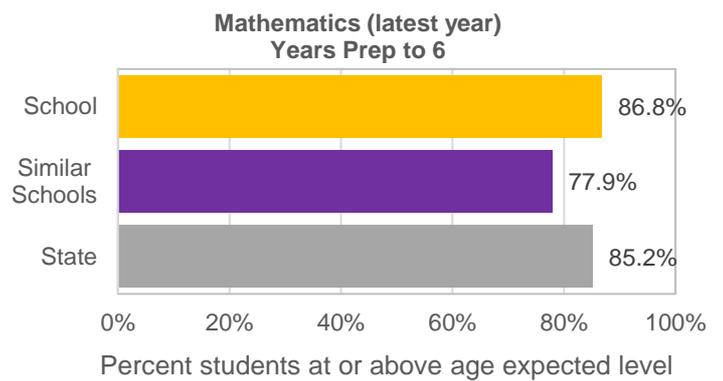
86.8%

Similar Schools average:

77.9%

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

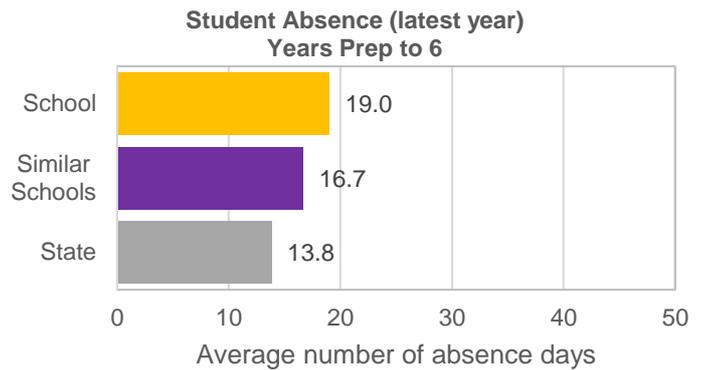
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.0	17.1
Similar Schools average:	16.7	16.4
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%	92%	93%	85%	86%	92%	90%

WELLBEING

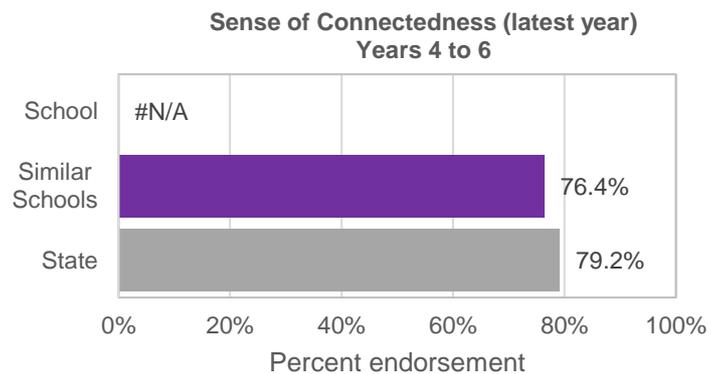
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	83.2%
Similar Schools average:	76.4%	79.3%
State average:	79.2%	81.0%



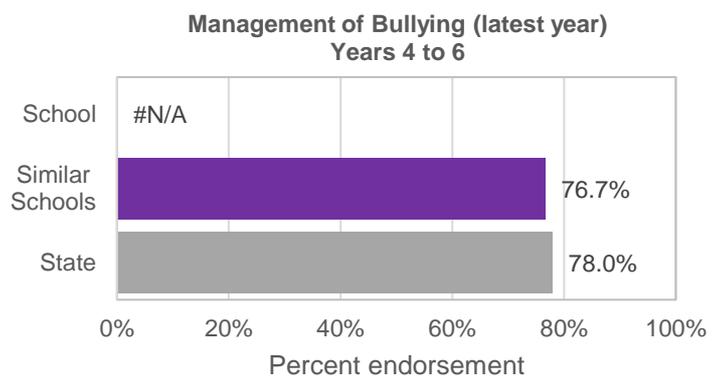
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	87.2%
Similar Schools average:	76.7%	80.2%
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	\$1,550,280
Government Provided DET Grants	\$374,187
Government Grants Commonwealth	\$3,350
Government Grants State	NDA
Revenue Other	\$2,095
Locally Raised Funds	\$50,932
Capital Grants	NDA
Total Operating Revenue	\$1,980,845

Equity ¹	Actual
Equity (Social Disadvantage)	\$172,354
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$172,354

Expenditure	Actual
Student Resource Package ²	\$1,534,541
Adjustments	NDA
Books & Publications	\$2,955
Camps/Excursions/Activities	\$9,536
Communication Costs	\$4,891
Consumables	\$47,112
Miscellaneous Expense ³	\$7,606
Professional Development	\$9,890
Equipment/Maintenance/Hire	\$35,466
Property Services	\$66,508
Salaries & Allowances ⁴	\$111,193
Support Services	\$35,920
Trading & Fundraising	\$14,778
Motor Vehicle Expenses	\$61
Travel & Subsistence	NDA
Utilities	\$24,471
Total Operating Expenditure	\$1,904,925
Net Operating Surplus/-Deficit	\$75,920
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	\$126,115
Official Account	\$14,156
Other Accounts	NDA
Total Funds Available	\$140,271

Financial Commitments	Actual
Operating Reserve	\$56,452
Other Recurrent Expenditure	\$1,334
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$22,788
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$80,574

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.