

2022 Annual Report to the School Community

School Name: Valkstone Primary School (4778)



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

Attested on 27 April 2023 at 02:26 PM by Angela Dawson (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 May 2023 at 08:39 AM by Huw Carisbrooke (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

Valkstone Primary ended 2022 on a student population of 707 with 62 full- and part-time-time staff. The School Improvement Team comprises of the Principal, Assistant Principal, four Leading Teachers and three Learning Specialists. The SFO Index is 0.1724 and the SFOE Index is 0.1270. Twenty-eight classes, four at each year level, are housed in well-maintained and resourced learning spaces.

Effective teaching teams collaborate to plan and implement highly engaging instruction based on the Victorian Curriculum. Student achievement is at or above the expected level in all areas of English and Maths, with students demonstrating above average growth. Specialist programs are: Art, Music, Physical Education, EAL (English as Additional Language), L.O.T.E. – Japanese, Library and Digi-Tech. Environmental education and student initiatives have established a vegetable garden, and students take responsibility for our school chickens. A well-stocked library is used by all classes.

Sporting facilities include an indoor basketball stadium used for P.E. classes and whole school assemblies each Monday morning, outdoor netball and basketball courts, an oval with cricket pitch, nets and football goal posts, a small soccer space with goals, a rebound wall and multiple bat tennis courts. Five playground installations also provide multiple sources of fitness fun and an outdoor chess board with large chess pieces challenges mental muscles.

A focus on Growth Mindset is embedded in daily practice, producing a positive school culture that has consistent and clear expectations for high achievement and respectful behaviour. Student leadership programs include buddies (Year 5 with Prep), Peer Mediators (Year 6), Junior School Council (1- 6), a Student Leaders Team, House Captains and School Captains. Extra curricula programs include musical performances, choir and guitar, Maths Olympiad, ICAS Competitions, chess and coding. School Council is pro-active and the parent community is highly supportive of educational programs, fundraising and community events. Out of School Hours Care (O.S.H.C.) is a school-run service and has consistently attained a high standard of accreditation in Quality Assurance.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning and achievement is always a priority at Valkstone Primary School.

Within the 2022 Priorities Goal, “students involved in TLI will show 12 months growth in their targeted area” was met. Experienced teachers were employed across the school to support students with their learning (alongside classroom teachers) and a range of data sets were used to identify students with additional needs. Regular tutor meetings facilitated discussions around achievement and best practice, and the DE IEP template was adapted to meet the school needs. Students enjoyed and benefited from targeted teaching and achieved expected growth.

Another AIP goal was to improve student outcomes in numeracy, with the 12-month targets “to increase the percentage of students in Y5 in the top 2 bands from 48% to 50%” and “the percentage of P-6 students assessed against the Victorian Curriculum as being above age expected will increase in number and algebra from 47% in 2019 to 49%”. The Key Improvement Strategy was to review and refine the instructional model for numeracy across the school. Throughout 2022, the school’s assessment guidelines were refined, a trial of PAT Maths Adaptive was undertaken and a Curriculum Day with a maths focus was run during Term 3. The whole school instructional model was updated to incorporate teaching best practice. By the end of the year, the % of students in the top two bands in NAPLAN increased to 67%, however the students assessed as above average in number and algebra declined to 38%. There were however increases in individual year levels, so this has been identified as a focus area for 2023 and will be the initial focus within our Professional Learning Teams. Valkstone undertook the PLC training in Term 3&4 2022, and will begin full implementation in Semester 1 2023, including the creation of a PLC Leader position (a new position of responsibility within the school).

Wellbeing

Wellbeing is a continued area of focus at Valkstone Primary, which is shown through our commitment to our students, staff and community.

A curriculum day held in March focused on student wellbeing, where external providers presented expert information to staff on anxiety and identifying students with educational needs. Teachers completed a school-based wellbeing tracking tool to identify students at risk in the areas of social, academic and emotional behaviour. The compiled data was then used to begin tracking vulnerable students. An experienced wellbeing team met weekly to regularly and consistently track these students. The AIP target of “the sense of confidence factor in the Student Attitudes to School Survey will increase to 80%” was met, with an increase to 81%. The tracking tool showed such success that it will continue to be used in 2023 to continue monitoring student wellbeing. Students at risk will be supported through thorough wellbeing processes within the school. It was also identified that with the number of students identified with social, academic and emotional needs, that further staffing was required in this area to support students, families and staff. The wellbeing coordinator role will increase from 1 day to 2 days per week in 2023, to support the needs of our students and families in the Mental Health and Wellbeing area. A newly created Learning Specialist position will be created for 2023, entitled “Learning Specialist – Diverse Learners”. This position will be 0.2 outside the classroom, and will support teachers in identifying and implementing evidence-based best practise approaches to support students with diverse learning needs within the classrooms.

Engagement

Engagement was also a focus area in the 2022 Annual Implementation Plan, in particular to amplify student agency in learning. Whole school professional development was delivered across the school to ensure consistency and increase professional knowledge. Staff were broken into cohorts and given PD on student voice and agency and ways to implement these in the classroom. There were also opportunities for staff to engage in professional development around the purpose of feedback and its importance. The learning specialist team worked across the staff cohort and conducted peer observations with individuals and teams in delivering timely and constructed feedback to students.

The percentage of year F-6 students assessed against the Victorian Curriculum Levels F-10 in the Personal and Social Capability rose from 18% in 2019 to 19% in 2022. A continued focus on student voice and agency will continue into 2023, while working towards demonstrating this with an increase in the percentage of students reporting positive endorsement in this area in the Student Attitudes to School Survey.

Although an additional target for 2022 was to decrease the percentage of students with 20+ days of absence, we recognise that this was challenging for our school community. A large number of our families have relatives overseas, who they were not able to visit at all during 2022 and 2021 due to border closures both here and overseas. Numerous families therefor took extended family holidays in 2022, meaning that our absence rates did not reflect their beliefs around school absences, more that they were needing to reconnect with family in ways that were not recently possible. We do not anticipate this trend to continue into 2023.

Financial performance

Valkstone ended the year in a sound financial position.

Funds have been retained for facilities, scheduled maintenance and projects moving forwards. Fundraising raised approximately \$15,000 for school identified resources and improvements. Significant funds were allocated to the build of the new playground, adjacent to the bike sheds and gym. The school received a State Government Grant of approximately \$27,000 for the installation of additional shade sails, which are located on the edge of the oval by the soccer pitch.

By the end of the school year, parent payments were lower than prior to Covid and approximately 85% of family contributions were received. Out of School Hours Care numbers grew slowly throughout the year, and the program ran at a slight loss.

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 684 students were enrolled at this school in 2022, 330 female and 354 male.

43 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).

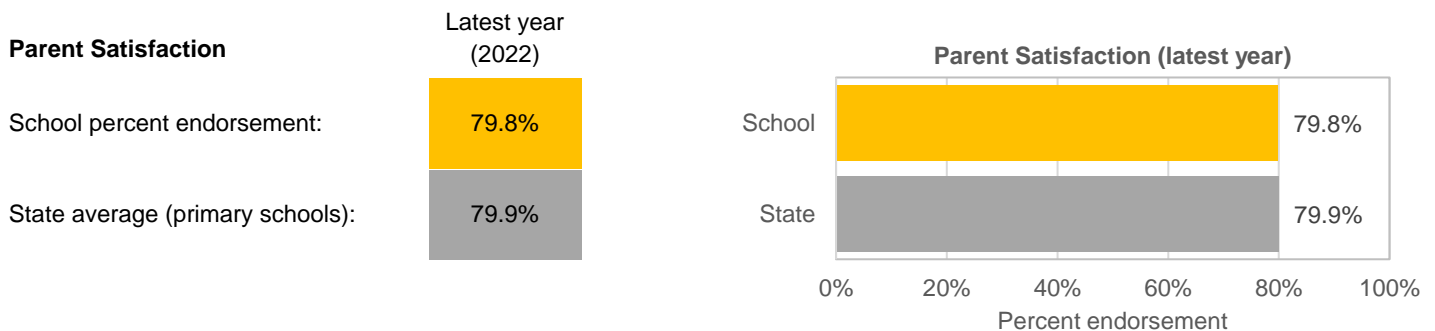
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

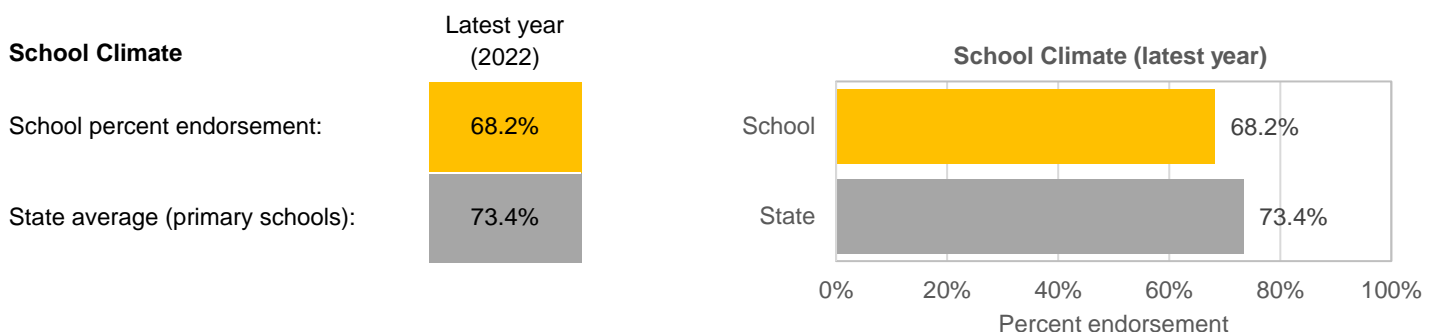


School Staff Survey

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:

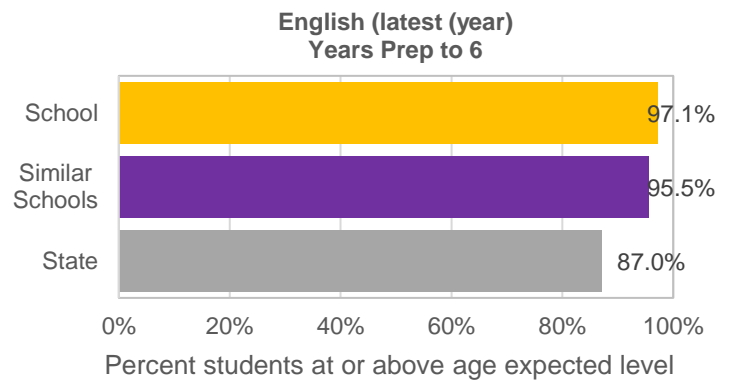
97.1%

Similar Schools average:

95.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

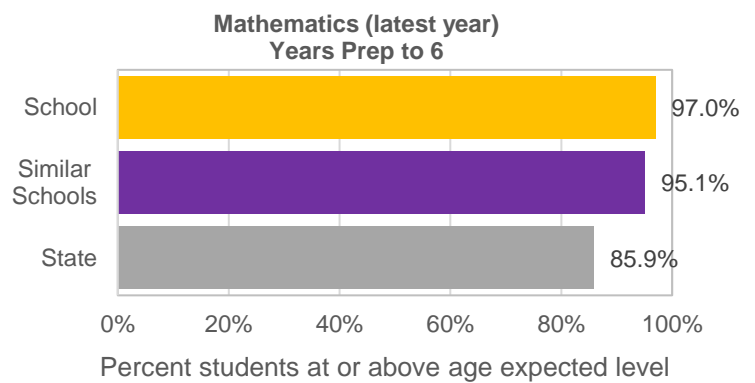
97.0%

Similar Schools average:

95.1%

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.

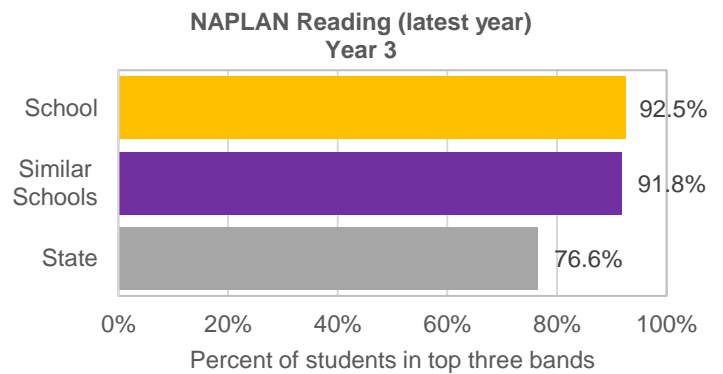
NAPLAN

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.

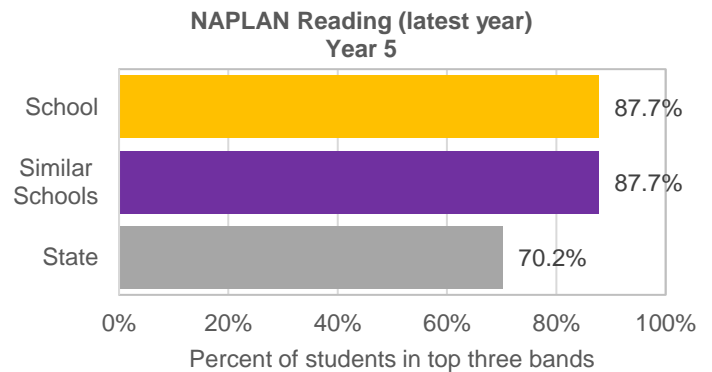
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.5%	91.7%
Similar Schools average:	91.8%	91.1%
State average:	76.6%	76.6%



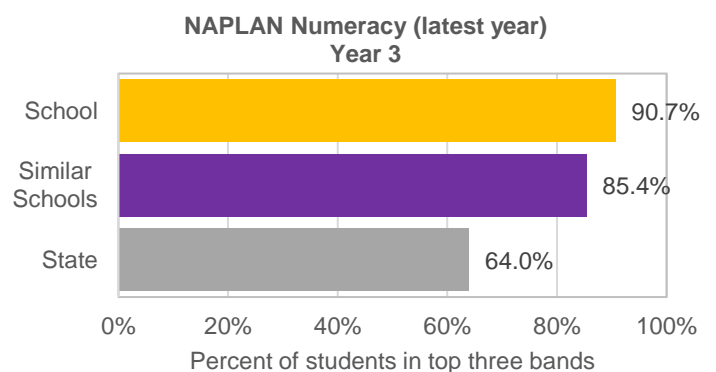
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.7%	87.9%
Similar Schools average:	87.7%	86.9%
State average:	70.2%	69.5%



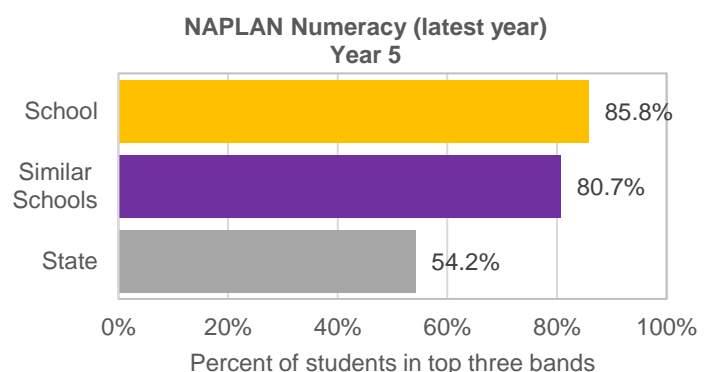
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.7%	84.9%
Similar Schools average:	85.4%	86.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.8%	85.3%
Similar Schools average:	80.7%	82.6%
State average:	54.2%	58.8%



WELLBEING

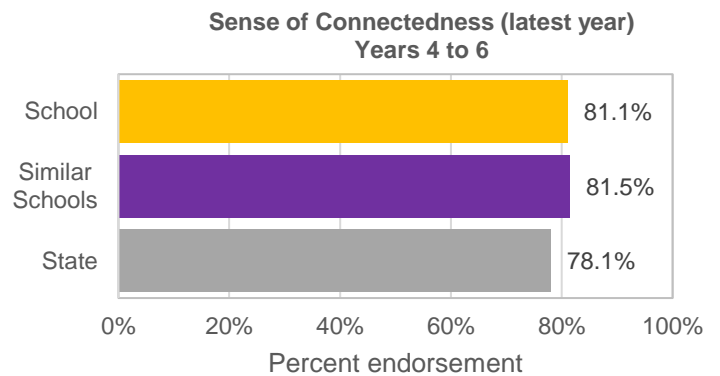
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	81.1%	79.1%
Similar Schools average:	81.5%	82.4%
State average:	78.1%	79.5%

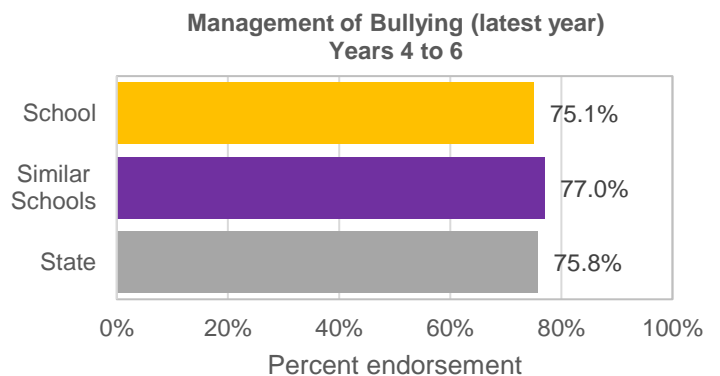


Student Attitudes to School – Management of Bullying

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:	75.1%	77.4%
Similar Schools average:	77.0%	79.5%
State average:	75.8%	78.3%



ENGAGEMENT

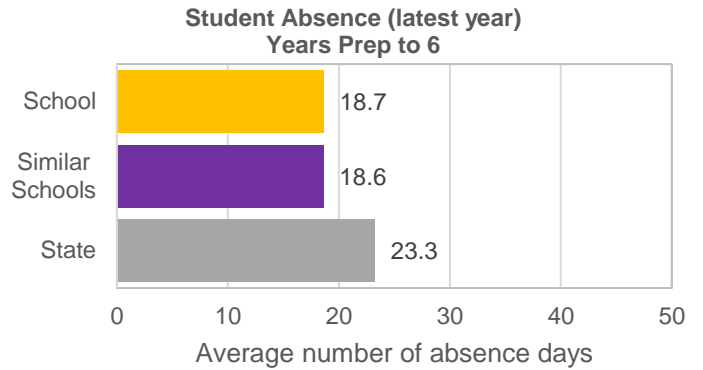
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.7	12.4
Similar Schools average:	18.6	13.1
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):	89%	90%	92%	91%	92%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,681,724
Government Provided DET Grants	\$637,829
Government Grants Commonwealth	\$254,986
Government Grants State	\$20,964
Revenue Other	\$76,207
Locally Raised Funds	\$954,415
Capital Grants	\$0
Total Operating Revenue	\$7,626,125

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,358
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,358

Expenditure	Actual
Student Resource Package ²	\$5,647,243
Adjustments	\$0
Books & Publications	\$3,840
Camps/Excursions/Activities	\$358,581
Communication Costs	\$3,874
Consumables	\$172,300
Miscellaneous Expense ³	\$23,933
Professional Development	\$29,867
Equipment/Maintenance/Hire	\$175,388
Property Services	\$200,512
Salaries & Allowances ⁴	\$458,625
Support Services	\$336,801
Trading & Fundraising	\$121,535
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,660
Total Operating Expenditure	\$7,569,159
Net Operating Surplus/-Deficit	\$56,965
Asset Acquisitions	\$79,540

- (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	\$559,647
Official Account	\$9,288
Other Accounts	\$0
Total Funds Available	\$568,935

Financial Commitments	Actual
Operating Reserve	\$297,929
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$22,000
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	\$340,000
Asset/Equipment Replacement > 12 months	\$132,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$791,929

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.