**2020 Annual Report to**

**The School Community  
  
School Name: Valkstone Primary School (4778)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 22 March 2021 at 12:43 PM by Marilyn Koolstra (Principal) |

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| The 2020 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| Attested on 30 March 2021 at 09:24 PM by Joel Chibert (School Council President) |

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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**

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| School context |
| Valkstone had a student population of 720 with 62 full and part-time time staff in 2020. With 40% of students having English as an additional language, an EAL teacher provides language classes to small groups of students, four days a week. Twenty eight classes - four at each year level P - 6, are housed in well-maintained and resourced learning spaces. A four year building program of $7.6m dollars has rebuilt or refurbished all our permanent buildings, along with significant landscaping and play areas. Specialist programs are: Art, Music, Physical Education, L.O.T.E. – Japanese and ICT/Multi-media (Digital Technologies). The L.O.T.E. program uses iPads and teleconferences are held regularly with our sister school, Tako Elementary, near Osaka.  Support teachers are allocated at each level to extend and develop students in literacy, numeracy and social skills development.  Extra curricula programs during 2020 were minimal due to COVID restrictions. Some online programs were delivered.  Environmental education and student initiatives maintain a vegetable garden, outdoor learning area and frog pond. A well-stocked library, managed by a technician, is used by all classes weekly and is open at lunchtimes as a recreation option for the children.   Sporting facilities include: an indoor basketball stadium used for P.E. classes and whole school assemblies, outdoor netball and basketball courts, an oval with cricket pitch, nets and football goal posts and multiple bat tennis courts. Five playground installations provide multiple sources of fitness fun and an outdoor chess board with large chess pieces challenges mental muscles.   Our strong values education program, along with Respectful Relationships, The Resilience Project and Growth Mind Set are embedded in daily practice, producing a positive school culture that has consistent and clear expectations for high achievement and respectful behavior. Student leadership programs include buddies (Year 5 – Prep), Peer Mediators (Year 6), Junior School Council (1- 6), Green Team (4 – 6), House Captains, School Captains and Student Leadership Team. |
| Framework for Improving Student Outcomes (FISO) |
| We were able to continue to deliver on some of our AIP actions relating to literacy and numeracy, however we had to modify our approach to delivering Inquiry learning during operational restrictions of 2020.   As a school we continued to: • Develop agile learners, problem solvers and researches, addressing real world problems.  • Provide opportunities for highly able and motivated students/speaking and listening. Parent/student interviews with teachers were conducted via WebEx mid year, connecting home amd school. • Enhance students’ capacity as curious, motivated and resilient learners with more student directed learning and ownership of tasks. • Continue using HITS- Goal setting, Structured Lessons, Explicit teaching, Worked Examples, Collaborative Learning, Questioning, Feedback, Metacognitive strategies (study skills), Differentiated   teaching and learning • Planned for and encouraged student voice and agency. Anecdotally, students demonstrated a major gain in voice and agency, due to the nature of the learning and the necessity to work differently.  Student engagement is one of the cornerstones of our AIP. Developing the student’s capacity as motivated and resilient members of our school community, continued as an important goal throughout remote learning.  All students were challenged in the online environment and teachers worked closely to ensure that no student was left behind. Diverse learning activities, delivered through quality teaching, was delivered to our students to meet their many needs. |
| Achievement |
| Student achievement based on teacher judgements and compared to like schools, indicates that 96.5% of students are at or above the expected standards for English and 96.6% for Mathematics at the end of 2020. The assessments used for these judgements, given that NAPLAN was not conducted in 2020, were standardised assessments: PAT reading, vocabulary and maths, SWST.   During remote learning, our teaching focus was English, Maths, Humanities and mastery of remote learning. Specialist teachers provided classes, both live and recorded. • We started remote learning with Learning Tasks on Compass and Zoom for class meetings, groups and instructions.  • From Term 2, all classes had switched to MS Teams, which the ICT Curriculum Team had been trialling since February 2020.  • Professional Development was provided for staff on platforms used: MS Teams and Webex. • Use of online programs i.e. Sunshine Online, Mathletics, Typing Club, Code.org, Studyladder, Scholastic Learning Zone, Active Learner and Mathletics. • Teachers were innovative in their online teaching strategies, differentiating through whole class and small group explicit instruction.  • Feedback was timely and detailed. • Drop in sessions provided extra support for students.  Access to Technology for all families and students  • Provision of laptops • Home learning hard packs were supplied for those unable to access technology • Support Staff monitored vulnerable students • On site supervision was provided for some students, 8 – 16 daily, with Valkstone staff rostered for supervision.. |
| Engagement |
| The majority of students participated in remote learning, daily attendance was monitored and teachers tracked engagement. Some students relished the opportunity to learn from home whilst others struggled with the remoteness. The classroom structure and boundaries, as well as the connection to peers, were certainly missed by some of our students.  Class teachers and the Wellbeing Team supported students and families by regular contact, strategies and access to onsite supervision. Routines were developed for parents and students, to support families and their learning needs. Students could complete learning at their own pace and at times that suited their family situation. Tasks were opened the night before so parents could preview and prepare. Communication with parents increased during remote learning, with parents commenting on and showing appreciation of teachers’ roles and capabilities. Teachers noted the abilities of students in developing organisational skills, responsibility and respect, whilst showing patience and collaboration with others. Open ended, self-directed tasks were planned for students to increase engagement and cater for all levels of learning within core curriculum and specialist programs. Education Support staff ensured that students had assistance on MS Teams in class and small group activities. Hard copies of learning tasks were delivered weekly to some students. To support student engagement during the transition back to onsite learning, teachers re- established routines, guided social interactions and expectations, whilst focusing on explicit face to face instruction in core learning.  Teachers meeting children at the gates every morning, assisted in re-connection. Conversations were personal and pertinent, developing independence and confidence in the children after weeks of lockdown conditions. |
| Wellbeing |
| At the beginning of remote learning, the key focus for leadership was the support for our students under the Program for Students with Disability.  As the remote learning progressed, we tracked attendance and vulnerable students, across all cohorts. Those students who required IT hardware were assisted from Week 1. Support with use of technology was ongoing to maintain student engagement. The Wellbeing Team (three Leading Teachers, the Principal and Assistant Principal) met weekly to track attendance, completion of tasks and group engagement. Any concerns were noted, then a team member would contact teachers, students and families to offer assistance. Regular contact was maintained to support students and address all concerns. Surveys were used to monitor wellbeing, adjusting small group interactions and maintaining check-ins. A positive mindset by teachers and students was evident in the class meetings when conversations were structured around growth mindset language, 'what worked well for me this week ...', theme days and mini events. |
| Financial performance and position |
| Valkstone maintains a strong financial position with a surplus at the end of 2020. Equity funding $13,120 supports literacy learning and professional development of teachers.  Income varied from previous years in camps, excursions and activities with reimbursements or credits applied. Trading was impacted by the lockdown/remote learning, with a significant reduction in the use of O.S.H.C. programs. The Federal Government subsidized the program with package payments. CentreLink paid CLS as parents were not required to pay any gap fee. O.S.H.C. staff salaries therefore were maintained. Income from the hire of school faciities was minimal as community sports did not funtion for most of 2020. Fundraising activities were limited to COVID safe sales such as mangoes, bags and plants.  There was increased expenditure in grounds maintenance as working bees were not held. The planned rubberised surfacing of the outdoor basketball and netball courts (State Government capital works funding surplus) has been held over for 2021. |
| **For more detailed information regarding our school please visit our website at** [**www.valkstoneps.vic.edu.au**](file:///C:\Users\01010936\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\1SOCR5MQ\www.valkstoneps.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 720 students were enrolled at this school in 2020, 340 female and 380 male.

40 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school’s socio-economic band value is: Low

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 77.7% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 76.3% |
| State average: | 77.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 96.5% |
| Similar Schools average: | 95.4% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 96.6% |
| Similar Schools average: | 94.6% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 9.2 | 12.2 |
| Similar Schools average: | 9.9 | 12.4 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 94% | 95% | 96% | 95% | 96% | 95% | 96% |

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.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 81.9% |
| Similar Schools average: | NDP | 82.8% |
| 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.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 80.7% |
| Similar Schools average: | NDP | 81.0% |
| 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 | $5,380,513 |
| Government Provided DET Grants | $577,126 |
| Government Grants Commonwealth | $351,221 |
| Government Grants State | $112,579 |
| Revenue Other | $11,352 |
| Locally Raised Funds | $508,421 |
| Capital Grants | NDA |
| Total Operating Revenue | **$6,941,213** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $13,120 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$13,120** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,347,576 |
| Adjustments | NDA |
| Books & Publications | $2,488 |
| Camps/Excursions/Activities | $146,480 |
| Communication Costs | $4,898 |
| Consumables | $166,249 |
| Miscellaneous Expense 3 | $23,732 |
| Professional Development | $10,690 |
| Equipment/Maintenance/Hire | $146,883 |
| Property Services | $94,477 |
| Salaries & Allowances 4 | $430,666 |
| Support Services | $118,347 |
| Trading & Fundraising | $119,143 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $41,034 |
| Total Operating Expenditure | **$6,652,664** |
| Net Operating Surplus/-Deficit | **$288,549** |
| 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 | $678,059 |
| Official Account | $33,071 |
| Other Accounts | NDA |
| Total Funds Available | **$711,130** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $209,201 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | $20,000 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $432,000 |
| Asset/Equipment Replacement > 12 months | $130,000 |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$791,201** |

*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.*