

2020 Annual Report to The School Community



School Name: Raywood Primary School (1844)



- 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 23 March 2021 at 12:55 PM by Lynne Colbert (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 30 March 2021 at 08:47 AM by Yolande Humphries (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

Raywood Primary School is located in a rural village 30 km to the north of Bendigo. The school has 28 students and 3 effective full-time teaching staff , 1 part time Office Staff and 1 Integration Aide. The SFO is high.

Raywood Primary School has All Evidence to meet the Registration Requirements of a Government School.

The School is a source of pride for the whole Community. Its development and maintenance, together with the provision of equipment and materials, reflects cooperation and teamwork between parents and staff. There is open communication between all parties – students, teachers and parents.

The School Community represents a broad range of socio-economic groupings. Many students travel to school via a bus run from nearby Neilborough and Sebastian. There are several students who require intervention assistance and they have been provided with care and support. With the Tutor Initiative for 2021 being implemented due to the COVID19 Pandemic in 2020, children who had been affected during Remote Learning are being provided with individual teaching assistance. The Staff are committed to providing improved teaching and learning, planning and initiatives through excellent programs and a safe, happy environment.

Framework for Improving Student Outcomes (FISO)

Raywood Primary School AIP in 2020 was to create student voice and agency, to continue to develop a Literacy Program that is consistent, planned and documented and student focused on Individual improvement outcomes and in conjunction with the Community of Practice Schools provide a reading program using the Fountas and Pinnell Continuum.

We were able to continue to develop Literacy in the planning for teaching and learning but we required collaboration and resources back at School to align our AIP 2020.

Student Voice and Agency was not possible in remote learning.

Community of Practice planning was on hold due to physical distancing and remote learning

Raywood Primary School students' were delivered Individual Teaching and Learning Tasks fortnightly. These tasks were mainly hard copy in a daily booklet format, with familiar Online Website Programs to complement their learning. This Mode of Teaching/Learning was implemented, as a 100% Online Platform for our Parent/Student Community would have been unsuccessful. The Booklets included all of the normal daily processes and were based on each Individual Students current level on each topic. Each day had a multitude of Literacy and Numeracy tasks including the Arts, Digital Technologies, Humanities and Health and Physical Education. Staff collected/dropped off booklets fortnightly which enabled the Teachers to assess and to document areas for further assistance and development when On Site Learning returned.

Achievement

On reflection, Raywood Primary School developed, planned and implemented a highly successful remote and flexible learning environment for both parents and students. The Individualised Learning Packs were workable for parents and all students completed their tasks daily. Parents thoroughly enjoyed learning with their children and were eager to support and teach. Parents noted that the Teaching Profession required a pay increase and a huge pat on the back. Children loved working with their parents and the increased interaction was beneficial for both parties. The drop off/collection of workbooks to each family home by all Staff on a Saturday fortnightly was hugely appreciated by all families. Plastic Tubs with Lids were on to each family to enable safe distancing and protection of workbooks.

At Raywood Primary School, our decision on providing hard copies and familiar On-line Websites to complement Learning was highly successful. Parents were impressed with the Individual Learning Packs and their daily work schedules. It was concise and manageable for parents to assist home learning.

Engagement

In planning for Remote and Flexible Learning at Raywood Primary School the parents and students were all considered and catered for in the delivering of the teaching and learning curriculum. The parents required a simple, easy to follow daily schedule to teach their children successfully at home. The students required a consistent daily work program that covered their progressive individual learning needs in the key areas of the curriculum. The teachers were accountable for regularly monitoring, marking and assessing each child's progress.

From a Private Facebook page, mobile phone and text, ALL Parents/Students were accessible. A Message Board both private and group enabled excellent communication of the Teaching and Learning. Instructional Videos, Documents of Feedback and General Achievement were also forms of communication. As Students were doing different tasks based on their current point of need, teaching as a large group on video was not required. All Students were engaged and completed all tasks daily. Parents were rapt with the Individual Learning Packs and the daily set tasks as it made the Teaching and Learning easy for them.

A Phone Call Daily is made to each family checking as to why their child is absent. A meeting will be scheduled between the Principal and Parents if there are constant absences to re-engage the student.

Wellbeing

We prioritised the Health and Wellbeing supports for our Staff, Students and their Families by planning the personal delivery of concise Teaching and Learning Packs for Individual children and families and then staggering the days of On-Site planning days for School Staff to keep everyone safe and well.

Raywood Primary School has a Staff of 3 Teachers, including the Principal, an Education Support Teacher and a Business Manager. The Principal and Staff were in constant contact regarding delivery of materials, planning and feedback, health and wellbeing of the entire School Community. This was done through phone calls, text, messenger and private Facebook.

Financial performance and position

Currently the School is in a very good financial position. The Annual result for 2020 was a Surplus of \$36,822. As a small School with a High SFO, the Government Provided DET Grant of \$108,011, the State Grant of \$20,786, the Commonwealth Grant of \$2,800 and especially the Equity funding of \$67,270 has allowed us to continue to provide an excellent teaching and learning environment with required Staff and an individual intervention program for those students who required additional assistance. This was all possible by employment of casual staff to provide individual support within each classroom. Transition to Remote Learning in 2020 occurred in Term 1 and Term 3. Resources were purchased separately for all Students to learn at home. The Teaching/Learning Remote Program was successful at Raywood Primary School.

For more detailed information regarding our school please visit our website at raywoodps.vic.gov.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 28 students were enrolled at this school in 2020, 13 female and 15 male.

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

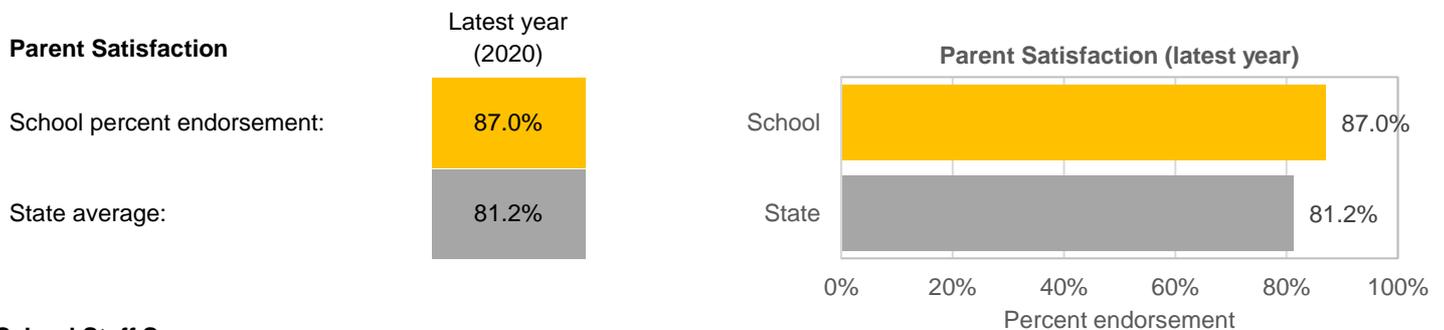
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

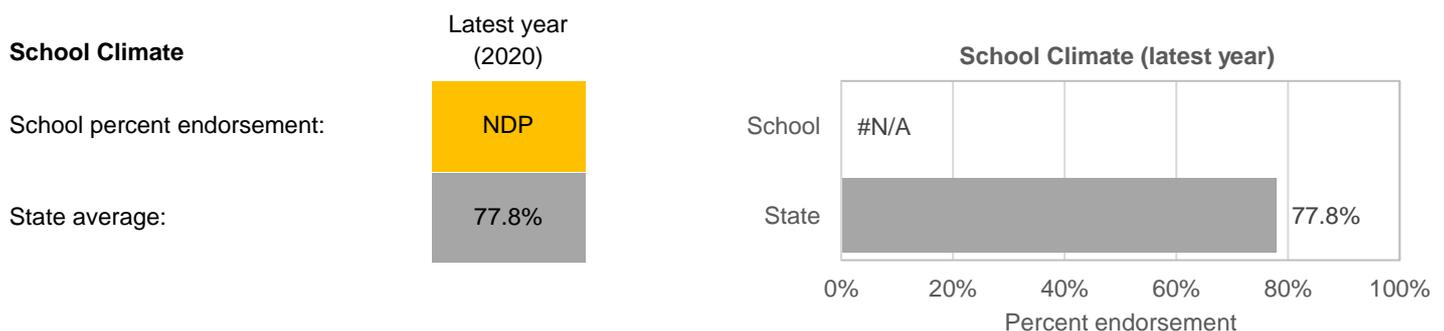


School Staff Survey

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:

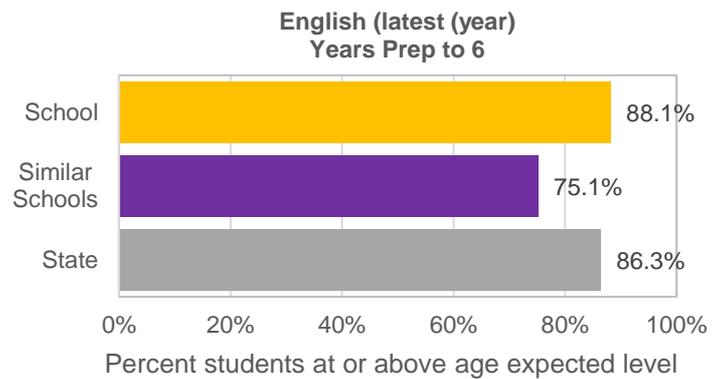
88.1%

Similar Schools average:

75.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

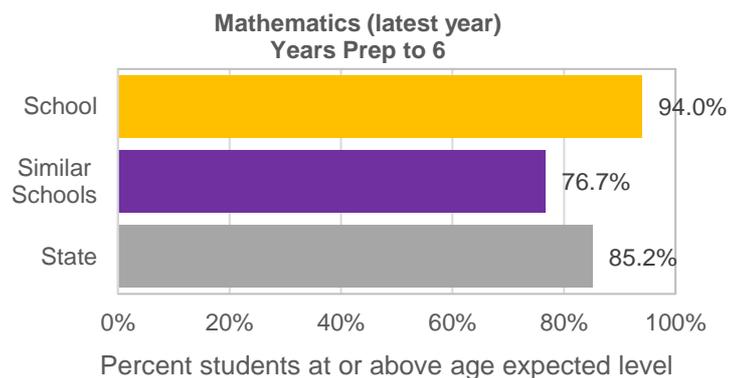
94.0%

Similar Schools average:

76.7%

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

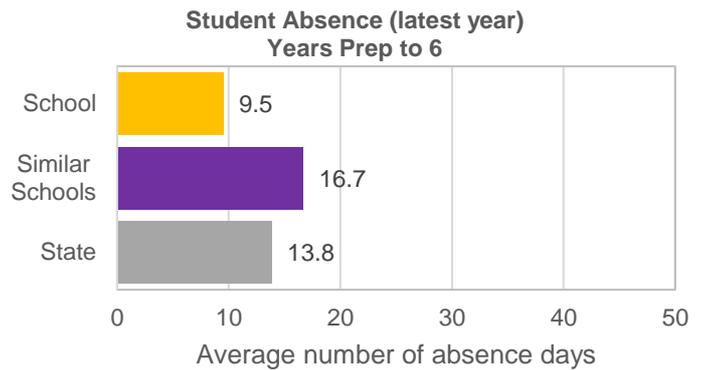
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 9.5 | 15.6 |
| Similar Schools average: | 16.7 | 17.9 |
| 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): | NDP | NDP | 93% | NDP | 96% | 97% | NDP |

WELLBEING

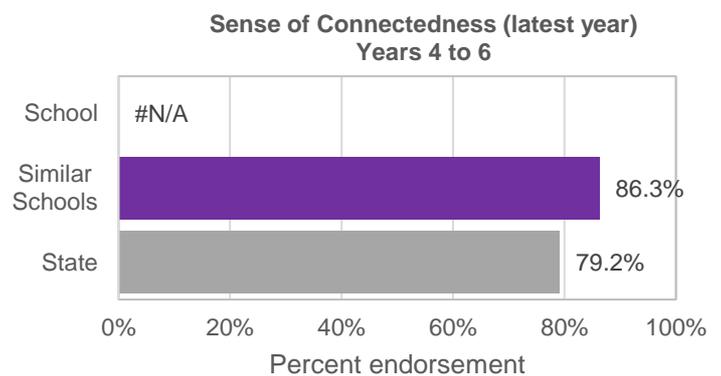
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 | 100.0% |
| Similar Schools average: | 86.3% | 82.3% |
| State average: | 79.2% | 81.0% |



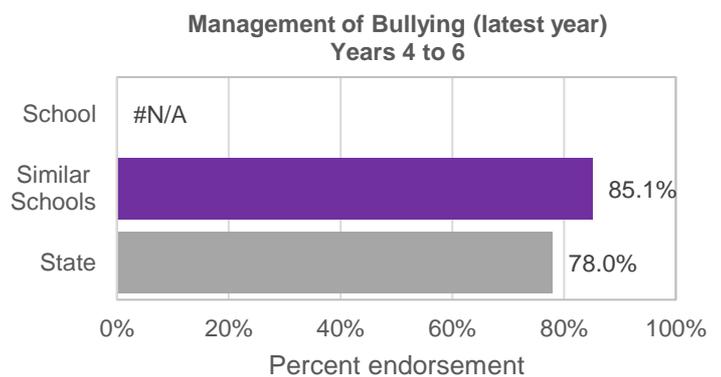
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 | 100.0% |
| Similar Schools average: | 85.1% | 82.9% |
| 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 | \$457,590 |
| Government Provided DET Grants | \$108,011 |
| Government Grants Commonwealth | \$2,800 |
| Government Grants State | \$20,786 |
| Revenue Other | \$1,590 |
| Locally Raised Funds | \$4,644 |
| Capital Grants | NDA |
| Total Operating Revenue | \$595,420 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$67,270 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$67,270 |

| Expenditure | Actual |
|---------------------------------------|------------------|
| Student Resource Package ² | \$458,964 |
| Adjustments | NDA |
| Books & Publications | \$308 |
| Camps/Excursions/Activities | \$2,895 |
| Communication Costs | \$1,205 |
| Consumables | \$11,540 |
| Miscellaneous Expense ³ | \$3,618 |
| Professional Development | \$701 |
| Equipment/Maintenance/Hire | \$7,087 |
| Property Services | \$34,072 |
| Salaries & Allowances ⁴ | \$25,435 |
| Support Services | \$5,284 |
| Trading & Fundraising | \$2,586 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$4,905 |
| Total Operating Expenditure | \$558,598 |
| Net Operating Surplus/-Deficit | \$36,822 |
| 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 | \$161,842 |
| Official Account | \$6,154 |
| Other Accounts | \$259 |
| Total Funds Available | \$168,255 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$14,054 |
| Other Recurrent Expenditure | \$2,581 |
| Provision Accounts | NDA |
| Funds Received in Advance | \$300 |
| School Based Programs | \$152,795 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | \$3,229 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$8,303 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$181,262 |

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.