**2021 Annual Report to**

**The School Community  
  
School Name: Lower Plenty Primary School (1295)**

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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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 04 March 2022 at 11:11 AM by Daniel Frew (Principal) |  |  | | --- | | * This 2021 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 31 March 2022 at 03:47 PM by Rachel Nassios (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

**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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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**

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| School context |
| Lower Plenty Primary School is a small but dynamic school located in the City of Banyule near the junction of the Plenty and Yarra Rivers. The school has a relatively high socio-economic profile according to its low SFOE index score. The 2021 enrolment at census of 78 was incorporated into four grades - F/1, 1/2, 3/4 and a grade 5/6.   The school had 8.94 equivalent full-time staff made up from:   1 Principal class - Full time  4 Classroom Teachers - Full time 1 Specialist Teacher - 0.3 1 Learning Tutor - 0.2 1 Teacher for GTP - 0.2 3 Education Support at 0.47, 0.45 and 0.32 1 Business Manager - Full Time  The provision of a broad quality education for all students is our major focus.   The school community is dedicated to providing a stimulating and positive environment in which children are encouraged to care for and nurture themselves and others. Through participating in a wide range of experiences, students are able to develop the skills and resources they need to meet life's challenges and are encouraged to develop an ongoing commitment to lifelong learning.   Our teachers and parents have high expectations for academic achievement, especially in literacy and numeracy, and promote in each student a positive attitude to learning, an inquiring mind and the confidence to meet challenges. Each student is valued and encouraged to learn in a purposeful and secure environment where self-discipline, tolerance and respect for the school community are developed.   All students quickly become familiar to staff and other students who look out for each other. Being a small school provides many opportunities for students to participate in various activities they may be restricted from in larger schools. We value Care, Honesty, Achievement, Respect, Responsibility and Fun. Classrooms and administration operate in attractive and progressive learning spaces with other buildings providing excellent specialist facilities. Specialist programs are provided in Performing Arts, Visual Arts, Physical and Sport Education.   An external Out of School Hours Care provider operated on site and we offer many extra curriculum programs.   The spacious grounds are treed and attractive with a relaxed, rural feel. |
| Framework for Improving Student Outcomes (FISO) |
| During 2020 the school focused on the FISO priority of Excellence in Teaching and Learning. This encompasses the dimensions of: • Learning Catchup and extension  • Happy, active and healthy kids priority • Connected schools priority  Learning Catchup and Extension The school developed our whole school instructional model and this was embedded into how all teachers teach for literacy and numeracy. With support from the DSSI initiative, teacher participated in weekly coaching focused on building data literacy and the elements of readers workshop. The school established a group tutoring program that supported 18 students with additional reading support. Through a partnership with Variety Australia the school was able to provide Speech Therapist and OT support to 24 students. Teachers participated in learning walks giving each other feedback on the implementation of the school's instructional model. They utilised learning intentions and success criteria to differentiate their tasks to the needs of individual students.  Happy, active and healthy kids priority The school worked with students to develop a consistent school wide approach to behaviours and expectations. Students worked with teachers to draft classroom expectations for all year levels. Working with Yarra Me Staff students were taught lessons in resilience and positive relationships. At the end of 2021 the school formed a list of 40 essential skills that will be taught to students over the course of the year. These skills will make up the foundation of our Social Emotional Learning program for 2022 and be supported by Respectful Relationships resources.  Connected schools priority The major work of this was to be the development of a new school vision, mission and values. We had a couple of days scheduled to work with a company to support the school in getting this work complete, however due to Covid restrictions it was not able to be undertaken. We will begin this work in 2022. The delay of this work meant that the school pursued some other opportunities to increase student engagement and to connect to the community. The school began a relationship with Montessori Australia setting the scene for the school to implement Montessori pedagogical practices that would support developing student independence and voice and agency. The school has since used this work to forge closer links to local kindergartens and provide a point of difference to other schools in the area. The school investigated a number of ways to try and bring a more community feel to the school, encouraging parent participation and activity within the school. We will continue to build on this in 2022. It is important that families identify that our school is a welcoming place where their contributions are valued. |
| Achievement |
| At Lower Plenty Primary School we are very proud of our achievements in student learning. NAPLAN results indicate we have very able students and we are pleased that the school comparison shows that students are demonstrating that ability. Our student results in Year 3 and Year 5 Reading and Numeracy are excellent. Our grade 5 students average score for Reading was 554 which was 31 points above state average. Our grade 5 students average score for Maths was 542 which was 36 points above state average.   During remote learning, staff sourced, critically evaluated and implemented appropriately a range of online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Some of our students coped well in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind (despite their best efforts and those of their families and teachers). We provided extra support to those who needed to catch up and those who have thrived to continue to extend their learning. Additionally, those students whose mental health and attendance to school were most affected were individually supported by leadership staff.  A range of processes were implemented to adapt to the unique learning environment that was created by COVID 19. These included: \* Work shops run for teachers prior to the commencement of remote learning to provide them with skills to develop online learning environments \* Provision of effectively evaluated learning platforms best suited to remote learning \* Literacy and small guided reading groups run online \* Creation of google sites for each class vertically and horizontally aligned with the school values, student digital citizenship and child safety engagement policies \* Monitoring of student engagement in these platforms via agreed upon class and year level wide involvement strategies \* Evolution of a variety of these platforms in response to the feedback given by all stakeholders including parents and students \* Regularly updated procedures allowing teachers to make individual contact with their students via phone calls, group WebEx sessions, videos and comprehensive lessons on-line.  Those students who are on the PSD (Program for Students with Disabilities) program were either accommodated at school with extra individual assistance from Learning Assistants or individual booklets were produced with modified curriculum activities to complete. These booklets were most successful and valued by students and parents. |
| Engagement |
| Students at Lower Plenty Primary School have a strong sense of belonging and enjoyment at school, which is generally demonstrated through their regular attendance. The school had a large group of students that attended regularly onsite during the COVID 19 restrictions.  Students are actively engaged through our differentiated curriculum and the data is attributable to the many opportunities available to all students at Lower Plenty PS.  One of our Key Improvement Strategies is to improve student engagement by further developing effective learning relationships. We do this through building teacher empathy and rapport and by encouraging students to have greater involvement in, and ownership of the learning process. This is being developed through increased student voice and agency, involving student goal setting and reflective practices, and the continuation of Student Led Conferences across the school. These all continue to contribute to greater student motivation, interest and commitment to tasks. The investigation into Montessori based pedagogies and then its introduction into the school for 2022 will further support this.  In 2022 we will begin to work with the community to redevelop the schools vision and mission and set the direction for the school.  Through explicitly linking student interests to best-practice teaching, students are taught at their point of learning in an engaging and real-world context that promotes greater student ownership over their learning.  Promoting student engagement through our specialist classes, the school has an exemplary performing arts program, visual arts program and program which provide students with many opportunities to develop their skills and interests under the tutelage of specialist instructors.  The students also have the opportunity to take part in a wide variety of sporting teams such as netball, football and soccer, where they are coached by teachers and parents. During 2021, there was limited opportunity for students to represent the school in Interschool sport. |
| Wellbeing |
| Lower Plenty Primary School is committed to ensure a safe and proactive environment where students feel secure and supported. Our 2021 results have been quite low with students feeling a drop in emotional and social engagement at the school. As a result the school will need to address this through a more comprehensive approach to teaching Social and Emotional Learning.   To support the wellbeing of our students, we developed a consistent whole school and classroom behaviour management system, promoting positive behaviours through also linking our positive acknowledgement systems to our school values.  Our transition processes from pre-school to school and primary school to secondary school is supportive, encouraging and accommodating for both students and their families. Our Little Starters, Prep program continued to provide parents and students a smooth transition into school, thought it needed to be reduced as a result of Covid 19 restrictions. Previous experiences such as Teddy Bears Picnic where not able to proceed.  “Transition Day” activities and Open Days all combine to provide a smooth and enjoyable experience at our school.  To further build upon our practices, we will continue to have high expectations in regards to student welfare and consistent processes.  Other major contributors to the reduction in these scores last year that must be acknowledged is the disruptiveness of COVID restrictions effecting children's sense of connectedness to teachers and friends. This unusual climate drastically limited the school community activities that could be held. We were fortunate that we were able to fit in camp and a number of whole school activities at the end of the year. These unusual disruptions combined with the transition to on-line schooling and socialisation has lead to a sense of disconnection. We acknowledge this and will address wellbeing in 2022. |
| Finance performance and position |
| Lower Plenty Primary School ended the year with a deficit. Considerable efforts were put in in the later part of the year to manage and minimise the deficit.   Deficits are paid back in the following year out of the cash component of the Student resource package. Workforce Bridging was used to support the deficit and ensured that there was a 0 balance at the end of the year.  A large proportion of the available funds are accounted for as PFA raised money and Building Fund donations. The Principal and School Council will continue to monitor the financial situation to bring the school back to a stable financial position. The cash component of the school budget remains strong with suitable level of cash reserves maintained for 2022.  The PFA continues to raise fundraising amounts that target school projects. |
| **For more detailed information regarding our school please visit our website at** [**http://www.lowerplentyps.vic.edu.au**](http://www.lowerplentyps.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 89 students were enrolled at this school in 2021, 37 female and 52 male.

5 percent of students had English as an additional language and 8 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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 80.3% |
| State average (primary schools): | 81.8% |

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 (2021) |
| School percent endorsement: | 69.9% |
| State average (primary schools): | 75.8% |

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 (2021) |
| School percent of students at or above age expected standards: | 87.2% |
| Similar Schools average: | 89.0% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 89.0% |
| Similar Schools average: | 88.9% |
| State average: | 84.9% |

ACHIEVEMENT (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 2018, 2019 and 2021 data.

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 88.9% | 82.7% |
| Similar Schools average: | 83.4% | 81.1% |
| State average: | 76.9% | 76.5% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 85.7% | 69.2% |
| Similar Schools average: | 72.7% | 72.3% |
| State average: | 70.4% | 67.7% |

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| --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 55.6% | 82.4% |
| Similar Schools average: | 73.5% | 72.9% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 83.3% | 71.4% |
| Similar Schools average: | 63.0% | 63.9% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as ‘High’; middle 50 percent is ‘Medium’; bottom 25 percent is ‘Low’.

**Learning Gain**

**Year 3 (2019) to Year 5 (2021)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 14% | 71% | 14% | 25% |
| Numeracy: | 0% | 83% | 17% | 22% |
| Writing: | 43% | 43% | 14% | 21% |
| Spelling: | 29% | 57% | 14% | 25% |
| Grammar and Punctuation: | 14% | 57% | 29% | 24% |

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 and 2021 may have been influenced by COVID-19.

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| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 15.6 | 15.0 |
| Similar Schools average: | 14.6 | 14.6 |
| State average: | 14.7 | 15.0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 95% | 92% | 91% | 95% | 90% | 92% | 92% |

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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 64.4% | 74.0% |
| Similar Schools average: | 78.5% | 78.8% |
| State average: | 79.5% | 80.4% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 58.3% | 71.1% |
| Similar Schools average: | 78.6% | 79.8% |
| State average: | 78.4% | 79.7% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $897,559 |
| Government Provided DET Grants | $138,183 |
| Government Grants Commonwealth | $1,998 |
| Government Grants State | $8,400 |
| Revenue Other | ($16,671) |
| Locally Raised Funds | $67,544 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,097,012** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $10,503 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$10,503** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $902,176 |
| Adjustments | $0 |
| Books & Publications | ($67) |
| Camps/Excursions/Activities | $10,258 |
| Communication Costs | $3,163 |
| Consumables | $23,411 |
| Miscellaneous Expense 3 | $15,097 |
| Professional Development | $3,818 |
| Equipment/Maintenance/Hire | $12,246 |
| Property Services | $30,529 |
| Salaries & Allowances 4 | $22,584 |
| Support Services | $6,454 |
| Trading & Fundraising | $13,648 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $12,703 |
| Total Operating Expenditure | **$1,056,021** |
| Net Operating Surplus/-Deficit | **$40,991** |
| Asset Acquisitions | **$0** |

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 24 Feb 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $67,213 |
| Official Account | $7,057 |
| Other Accounts | $20,186 |
| Total Funds Available | **$94,455** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $21,394 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $125,467 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $4,000 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$150,861** |

*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.*