

2020 Annual Report to The School Community



School Name: Magpie Primary School (2271)



- 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 21 April 2021 at 07:05 PM by Penelope Ellis (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 25 June 2021 at 09:55 AM by Tamara Rowland (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

At Magpie Primary School, we encourage all students to develop academic and social skills that promote successful attitudes and relationships that inspire them to create their own pathways to the future.

The values our School Community embraces are:

- Confidence
- Persistence
- Organisation
- Getting along
- Resilience

The purpose of the School is to provide a positive, inclusive and safe environment filled with rich learning experiences that foster a sense of belonging and self fulfilment.

In 2020, the school's enrolment was approx. 95 students. The school underwent a School Review in Term One which provided the guidance for the school's strategic vision. It was difficult to implement many of the actions due to the nature of 2020 and the difficulties relating to working and learning from home. The workforce was made up of teachers and a high proportion of ES staff due to the number of PSD and disadvantaged students. The principal retired partway through Term 3 and an Acting Principal was appointed.

Magpie Primary School has large rural grounds south of Ballarat. The school is well resourced with facilities and teaching and learning resources.

There were 5 smaller classes (approx. 18 per class) throughout the year which were aligned to student numbers at each year level. The school offered a range of co-curricula activities including bike education, swimming, Wathaurung District Sports, Burron Guli Indigenous Culture program, Re-Cranked and Police in Schools.

Framework for Improving Student Outcomes (FISO)

In 2020, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building practice excellence, Instructional and shared leadership and Vision, values and culture. This included:

- implementation of flexible and remote learning structure - the structure at the school was reviewed after the first learning from home period and then refined for the later one
- implementation of 'at risk' support group during flexible and remote learning for students who were likely to fall further behind while learning from home
- implementation of a whole school behaviour management flowchart to support a positive learning environment
- implementation of writing checklists to support moderation to support teacher collaboration
- implementation of a PLC meeting structure whereby all meetings have a focus on teaching and learning
- implementation of assessment schedule and all staff having access to assessment results

Achievement

In 2020, Magpie Primary School began work on its Strategic Plan goal of Improve Learning Outcomes for all Students. Due to the impact of Covid-19, and the Principal retiring, achievement towards this goal was impacted. Teachers at the school developed a high quality teaching and learning program during the learning from home time that included synchronous and asynchronous opportunities.

Student learning data showed that students made progress in their learning, particularly in the areas of literacy and

numeracy. Students who engaged in the learning from home activities were deemed to make greater growth than their peers who did not engage. During the second learning from home period, staff meetings took a teaching and learning focus with discussions around how we could ensure students were learning. Further to this, we begun having staff share something they'd been working on/were proud of with their colleagues to continue to strengthen the staff learning community. Teachers were inducted to PLCs, with students making a video to share with teachers what learning is like for them. In Term 4, the whole school completed a writing task with the same stimulus. Teachers then developed writing moderation checklists and used this to moderate student writing.

In 2021, the school will continue this work. Staff will work to document a whole school writing plan, and continue to share their practice with one another.

Engagement

In 2020, Magpie Primary School began work on its Strategic Plan goal of Improve Engagement in Learning. This was again impacted by Covid-19.

Students at Magpie Primary school reported to be engaged and connected to their school. We are proud of the programs and strategies we have put in place to build resilience, persistence and engagement at school, and look forward to expanding these further in 2021.

In August last year, we began work on implemented School Wide Positive Behaviours as a school. As a starting step, we implemented a behaviour flowchart to allow students to know what the consequences were for demonstrating poor behaviours. This was well recieved by the school community, and provided a clear process for staff to use. Student voice was heavily supported by staff, including having students run a range of wellbeing days for others at the school. Students were also authentically engaged as stakeholders in the school review process via forums and surveys.

The school had a focus on improving students' sense of confidence, resilience, motivation, and goal setting, as indicated in the 2020 AIP, although the targets that were set weren't met.

Magpie Primary School continues to work with families to ensure students are at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences. The college works closely with the re-engagement officers at DET to support chronic absences and return to school processes. Our attendance during remote learning was worse than usual attendance while onsite.

Wellbeing

Student Wellbeing continues to be a priority at Magpie Primary School. During learning from home, families were regularly contacted to check in and see if further support could be provided. Where possible, Breakfast Club was run onsite for families, with food being sent home and offered during learning from home periods. During the second learning form home period, the school ran several wellbeing days to uplift the community and provide an opportunity for families and staff to engage with one another. The Bounce Back program continues to be run at the school, with Respectful Relationships being implemented in 2021 to support this.

The Attitudes to School Survey data showed some decline, however, we hope to improve this again in 2021. An area within the survey where there were pleasing results was 'Managing Bullying'. This is due to the staff sharing a collective responsibility for the wellbeing of our students, and being proactive in teaching positive behaviours.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. Magpie Primary School continues to promote a positive learning environment for all students and has been successful in the appointment of a Chaplain for 2021.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results. We are hoping to build parent involvement in 2021.

Staff satisfaction was positive with most staff believing there is collective responsibility for students, and that they have trust in one another.

Financial performance and position

Magpie Primary School finished with a small staffing deficit due to staffing increases early in the year. This has been rectified for 2021, with DET finance managers supporting the school to ensure we finish in credit in 2021. The cash budget of the school finished in surplus.

Equity Funding was used mostly on staffing. There was also a proportion used to purchase of a range of teaching and learning resources. Funds were also used to support families in accessing activities. The school was successful in a shade grant application which saw new shade sails being installed.

The school purchased 40 new laptop computers which will support students with their learning.

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 95 students were enrolled at this school in 2020, 40 female and 55 male.

0 percent of students had English as an additional language and 24 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.

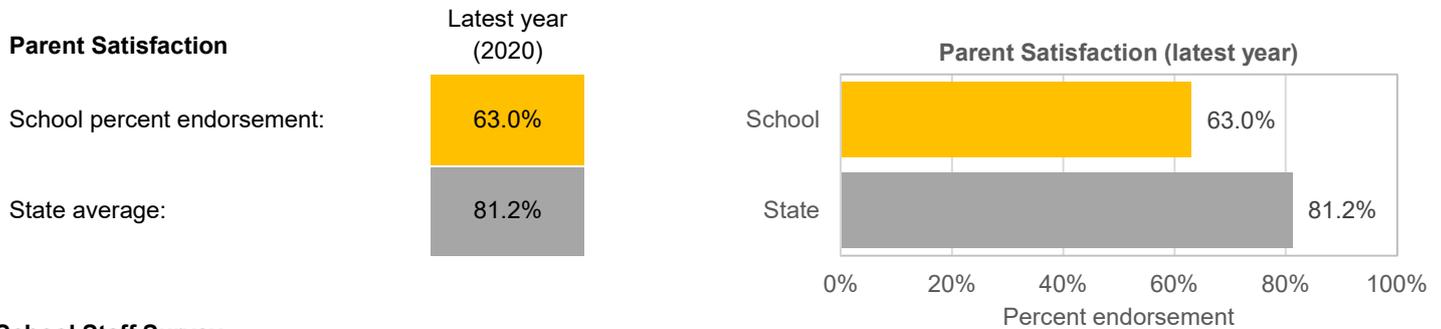
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

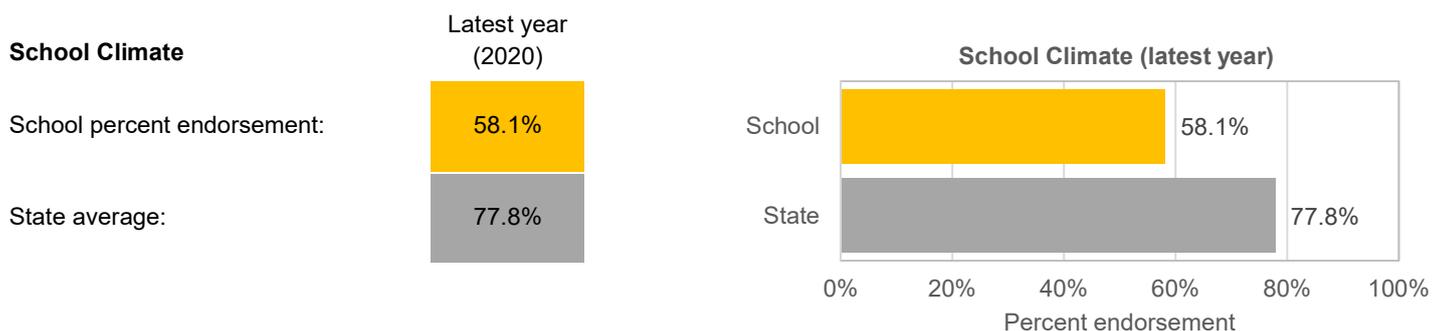


School Staff Survey

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:

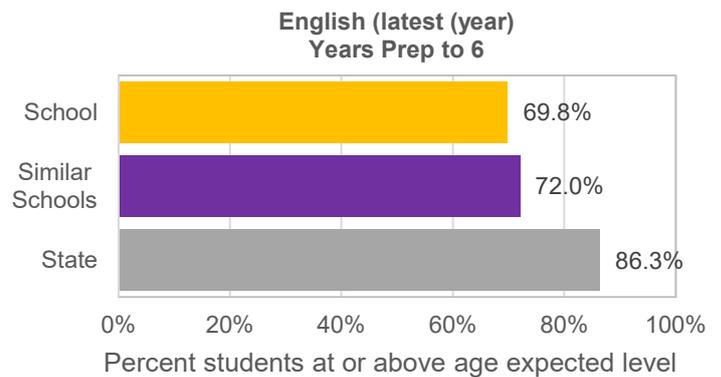
69.8%

Similar Schools average:

72.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

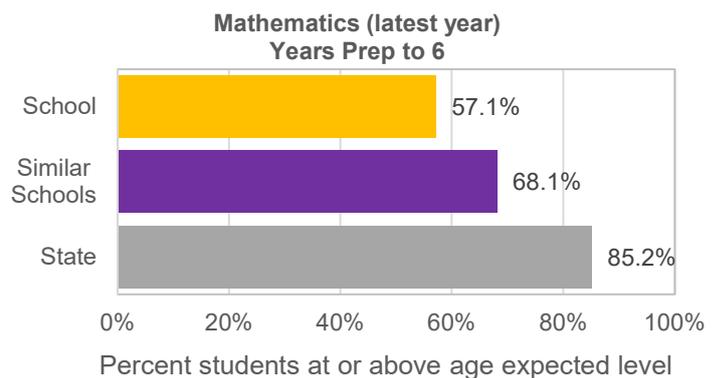
57.1%

Similar Schools average:

68.1%

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

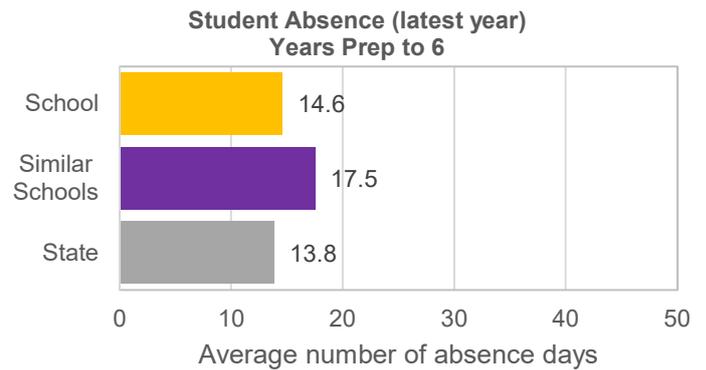
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.6	18.9
Similar Schools average:	17.5	17.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	90%	94%	93%	93%	90%

WELLBEING

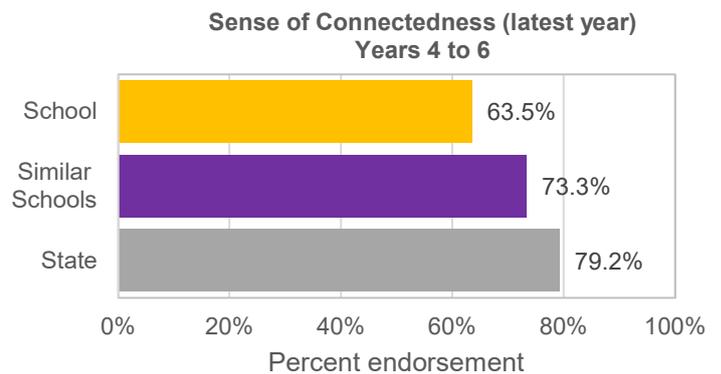
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	63.5%	77.9%
Similar Schools average:	73.3%	78.2%
State average:	79.2%	81.0%



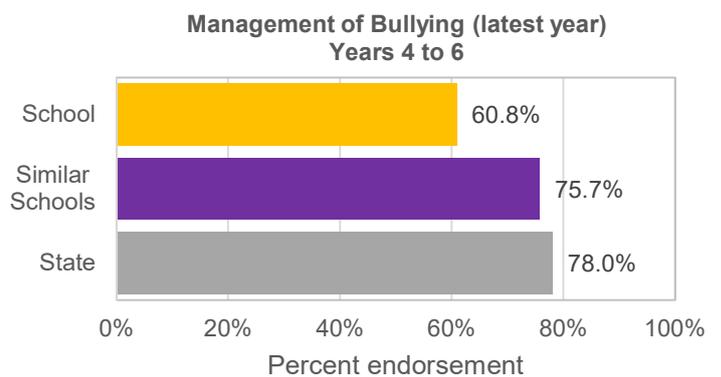
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	60.8%	75.7%
Similar Schools average:	75.7%	78.3%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,207,295
Government Provided DET Grants	\$289,742
Government Grants Commonwealth	\$9,150
Government Grants State	\$550
Revenue Other	\$3,132
Locally Raised Funds	\$25,129
Capital Grants	NDA
Total Operating Revenue	\$1,534,999

Equity ¹	Actual
Equity (Social Disadvantage)	\$256,171
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$256,171

Expenditure	Actual
Student Resource Package ²	\$1,215,554
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$6,669
Communication Costs	\$10,197
Consumables	\$93,481
Miscellaneous Expense ³	\$4,040
Professional Development	\$4,962
Equipment/Maintenance/Hire	\$39,511
Property Services	\$63,408
Salaries & Allowances ⁴	\$73,629
Support Services	\$2,330
Trading & Fundraising	\$821
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$39
Utilities	\$13,635
Total Operating Expenditure	\$1,528,275
Net Operating Surplus/-Deficit	\$6,724
Asset Acquisitions	\$44,334

- (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	\$55,868
Official Account	\$4,980
Other Accounts	NDA
Total Funds Available	\$60,848

Financial Commitments	Actual
Operating Reserve	\$47,134
Other Recurrent Expenditure	\$13,255
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$60,389

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.