

# 2021 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](http://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 21 March 2022 at 09:05 PM by Carly Middleton (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 30 March 2022 at 03:00 PM by Rose Ward (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

---

### School context

Magpie Primary School is a co-educational primary school located in Magpie, 10kms south of the Ballarat CBD. Magpie's vision is to 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.

We are dedicated to providing students with a range of experiences that allow them to connect to the school and local community, as well as having their needs met and their interests sparked. The values of the school link to the 5 keys of Confidence, Persistence, Organisation, Getting Along and Resilience. These values allow us to support students in achieving their personal best, and are used as part of our Behaviour Flowchart to support our community in how we behave and interact at our school.

In 2021, our enrolment was 94 students, which were shared throughout five classes - Prep/One, One/Two, Two/Three, Four/Five and Six. Of the total enrolment, 8 students were funded through the Program of Students with Disability and 22 students identify as ATSI. The specialist subjects during 2021 were Auslan, HAPE and Science. The School's SFOE is 0.6043 which is considered to be high.

The staffing profile is made up of a principal, learning specialist, classroom teachers (6 FTE) and education support staff.

---

### Framework for Improving Student Outcomes (FISO)

In 2021, the School's AIP focused on implementation of Key Improvement Strategies related to the DET 2021 Priorities of: Learning Catch-Up and Extension, Happy, Healthy and Active Kids and Connected Community. This work was linked closely to the school's SSP and needs of the community in relation to Covid-19.

Actions included:

- Continue the work begun in 2020 by embedding the Writing Continuum and marking sheets, and by documenting a Guaranteed and Viable Curriculum in Writing, Reading and Numeracy.
- Implement an evidence based intervention program in reading
- Engage and begin working with the numeracy improvement initiative
  
- Continue to implement SWPB, including a whole school rewards system
- Teaching of RR
- Provide opportunities for families and community members to reengage with the school
  
- Development of parent community hub
- Running of First Magpie Gully Fair to support connectedness to community
- Chaplaincy engagement
- Continuation and refinement of Breakfast Club program

We have successfully implemented all Actions listed above, except for the Fair. All Actions will continue to be a focus as we move forward in supporting our School Community.

---

### Achievement

In 2021 the school continued work on its strategic plan goal of Improving Learning Outcomes for all students, while linking it to the 2021 priority of Learning Catch Up and Extension.

Students in Years Prep to 6 continue to improve in literacy and numeracy, with significant growth in achievement being demonstrated in our NAPLAN numeracy results. The overall growth of our students has been lower than hoped, but understandable given the pandemic. The school partially met the Achievement goal in 2021, however, we were successful in implementing and working through all identified activities and actions.

In 2021, we implemented Levelled Literacy Intervention to support students who were not at their expected level in Literacy. This program supported students in gaining confidence and making further developments in their literacy learning. In the 4-6 classroom, we employed a Tutor to work on Literacy. Student attendance impacted the Tutoring program, however, for students that engaged, their results were pleasing.

Education Support in classrooms was also continued to allow every classroom to have extra support, particularly with Literacy and Numeracy.

Staff meetings and collaboration were significantly changed in 2021 with there being a strong focus on working together, professional learning opportunities and sharing of knowledge. This change brought about teacher learning and sharing of ideas and research to ensure our students were being taught effectively.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their goals as identified in their Individual Education Plans.

---

## Engagement

Magpie Primary School aims to engage all students and ensure they are connected to the school and proud of the programs that we offer. This supports them in building resilience and their personal and social capacities.

This year, the school focussed on the 2021 DET priority of Happy, Healthy and Active Kids which links to the SSP goal of Improve Student Engagement in Learning. The work in this area is ongoing, intention and a priority for the school. In 2021, we implemented a Learning Specialist role with a focus on Engagement. We ran a range of programs to support happy, healthy, active and engaged students which included: comprehensive weekly sports program, cross country, athletics, whole school swimming program, winter sports, engagement in local sporting clusters, Breakfast Club, Drumbeat, Cool at School Together (CAST) and student leadership. A lunch order program was also implemented to try and support students coming to school, along with attendance competitions.

Staff took part in Trauma Informed Practices which supported us in understanding the needs of our students and how best to respond to them. This learning continued to be valuable throughout the year, especially when returning from LFH periods.

During Learning from Home periods, the school ensured it contacted each family regularly and that Wellbeing Activities were posted for students to engage in. We continued to try to improve attendance through engagement with DET, SMS messages to parents, requesting them to notify the school of any absences, and made phone calls after extended periods of absences. Our attendance during remote learning was less than attendance while onsite.

---

## Wellbeing

As a school, we have had a significant focus on wellbeing over the past 12 months, as a way to ensure a positive learning environment. This work has not yet shown improvements in the Attitudes to School Survey, but school based data shows that behaviour and overall wellbeing within the school has improved dramatically. If students do not feel safe, learning can be difficult.

In 2021 the school continued to promote a positive learning environment for all students through SWPBS and

employed a school based Chaplain. Students who were identified at Tier One were provided with significant interventions with regular SSG meetings as a way of supporting their learning and wellbeing. DET staff were actively engaged and supported the school in ensuring positive learning environments.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results. The Art Shed was transformed throughout 2021 whereby it is now a community space. The school facilitated the running of Tuning into Kids where several families were able to do some learning and exploring regarding teaching and supporting children with emotions. The school also continued to have strong working relationships with external agencies such as Department of Families, Fairness and Housing, Centacare, Berry Street and Uniting.

The staff satisfaction, according to the School Staff Survey, was very pleasing in all areas.

---

### Finance performance and position

Magpie Primary maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus in both cash and credit. As a school, we worked alongside the Finance Managers to ensure our budgets were aligned to the needs of our school and DET policies. The surplus has come about through a planned position to ensure succession in upcoming years and has been budgeted for in 2022.

In 2021, the school entered a new cleaning contract and was successful with several grants from State School Victoria, a shade sail grant, Chaplain funding and funding through Lookout.

# 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 2021, 39 female and 56 male.

0 percent of students had English as an additional language and 23 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).

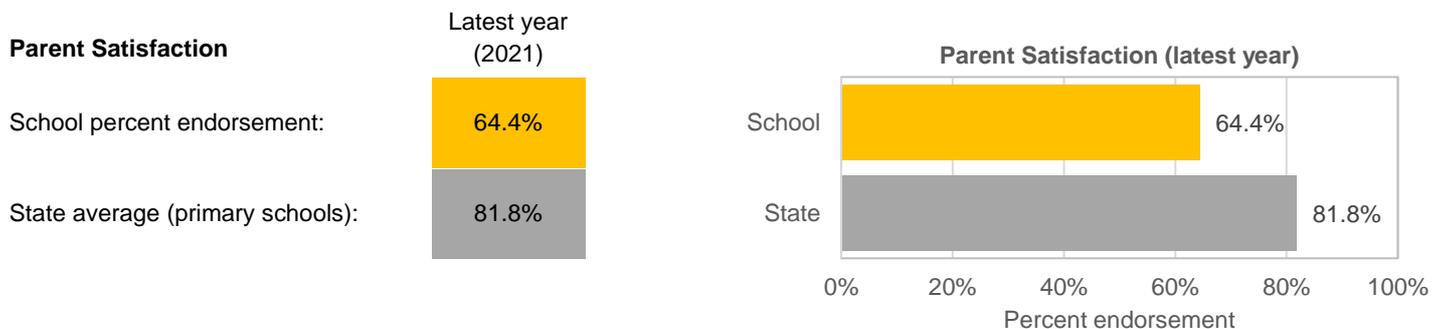
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

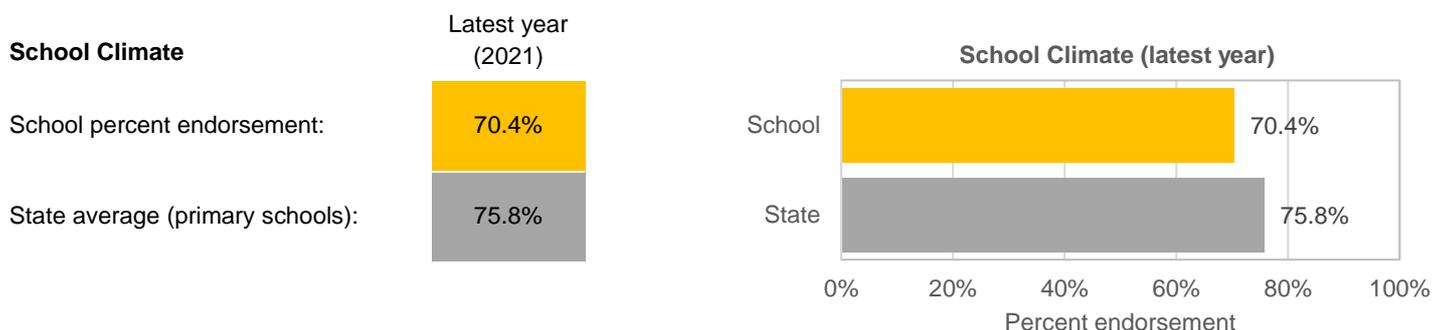


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

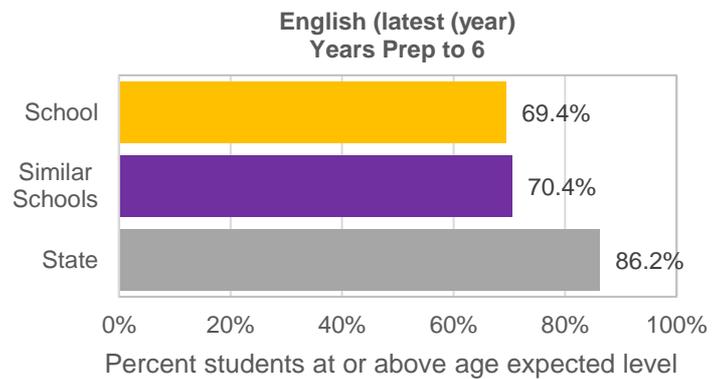
69.4%

Similar Schools average:

70.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

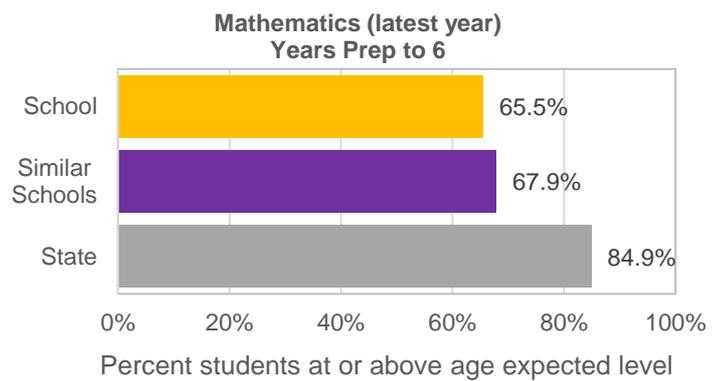
65.5%

Similar Schools average:

67.9%

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.

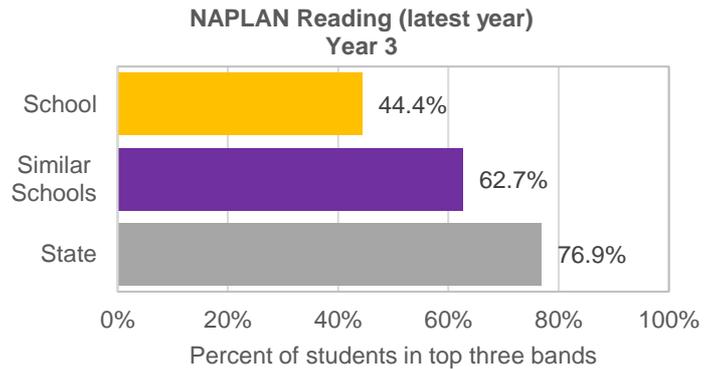
**NAPLAN**

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.

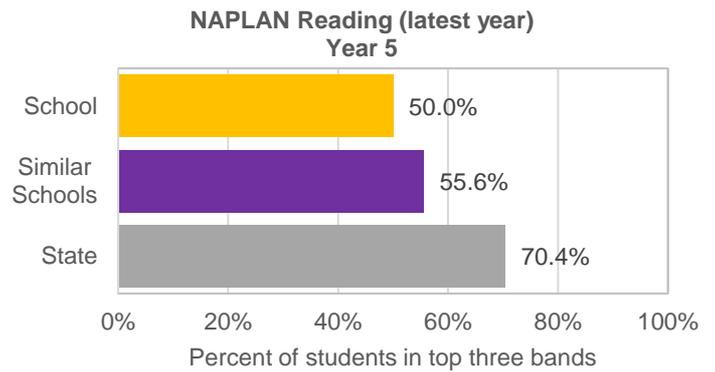
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.4%	74.3%
Similar Schools average:	62.7%	62.2%
State average:	76.9%	76.5%



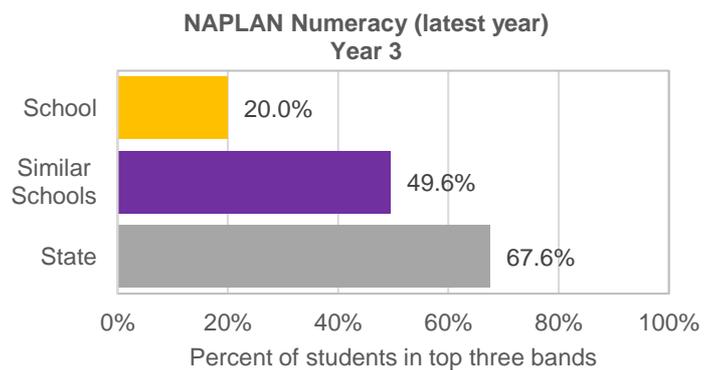
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	55.9%
Similar Schools average:	55.6%	54.6%
State average:	70.4%	67.7%



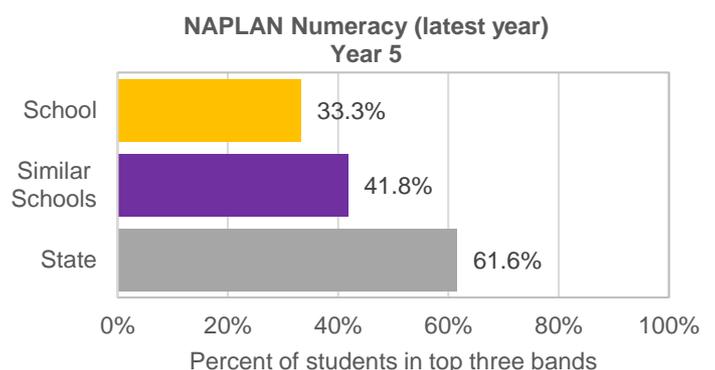
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	67.6%
Similar Schools average:	49.6%	51.1%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	42.9%
Similar Schools average:	41.8%	41.9%
State average:	61.6%	60.0%



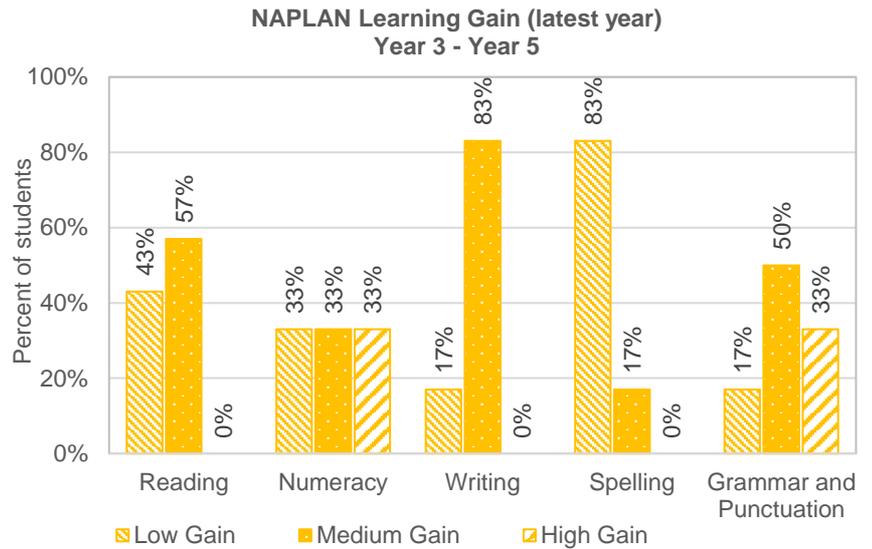
**ACHIEVEMENT (continued)**

**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)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	43%	57%	0%	21%
Numeracy:	33%	33%	33%	22%
Writing:	17%	83%	0%	16%
Spelling:	83%	17%	0%	20%
Grammar and Punctuation:	17%	50%	33%	16%



## ENGAGEMENT

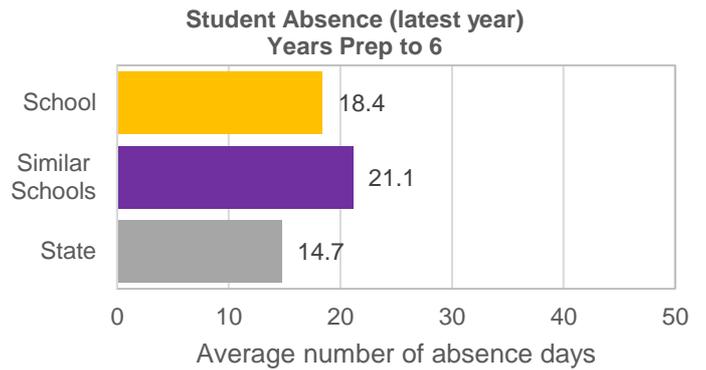
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	18.4	18.1
Similar Schools average:	21.1	18.5
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):	85%	88%	93%	94%	91%	91%	93%

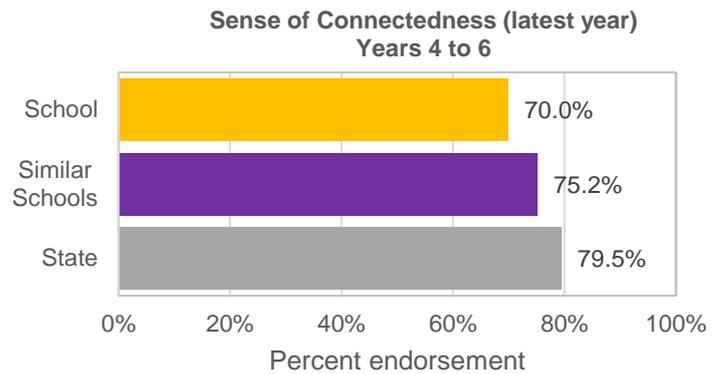
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	70.0%	76.2%
Similar Schools average:	75.2%	76.6%
State average:	79.5%	80.4%

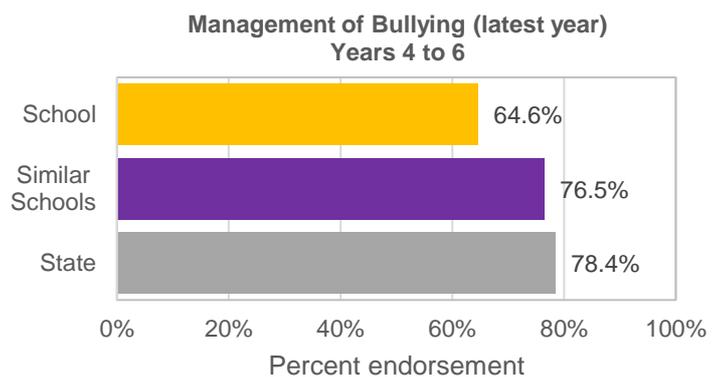


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	64.6%	73.3%
Similar Schools average:	76.5%	77.0%
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	\$1,344,688
Government Provided DET Grants	\$303,823
Government Grants Commonwealth	\$12,000
Government Grants State	\$0
Revenue Other	\$14,530
Locally Raised Funds	\$29,824
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,704,864</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$263,917
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$263,917</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,262,988
Adjustments	\$0
Books & Publications	\$76
Camps/Excursions/Activities	\$17,490
Communication Costs	\$5,887
Consumables	\$57,964
Miscellaneous Expense <sup>3</sup>	\$2,901
Professional Development	\$4,407
Equipment/Maintenance/Hire	\$58,057
Property Services	\$33,093
Salaries & Allowances <sup>4</sup>	\$63,683
Support Services	\$26,765
Trading & Fundraising	\$2,278
Motor Vehicle Expenses	\$120
Travel & Subsistence	\$0
Utilities	\$11,098
<b>Total Operating Expenditure</b>	<b>\$1,546,809</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$158,055</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$101,142
Official Account	\$14,921
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$116,062</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$44,591
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$44,591</b>

*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.*