

# 2022 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 of the previous calendar year 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 29 March 2023 at 02:49 PM by Carly Middleton (Principal)

- This 2022 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 26 April 2023 at 02:56 PM by Rose Ward (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

Magpie Primary School is a co-educational primary school located in Magpie, approximately 10km south of the Ballarat CDB. 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 five 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 2022, our enrolment was 92 students, which were shared between five classrooms; Prep, One/Two, Two/Three, Three/Four and Five/Six. Of the total enrolment, 8 students were funded through the Program for Students with Disability, and 1 student became funded under the newly introduced Disability Inclusion program. 23 of our students in 2022 identify as ATSI. The specialist subjects during 2022 were Physical Education, Health, and STEAM. Magpie Primary School's SFOE is 0.6043 which is considered high.

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

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the school's AIP focused on implementation of the Key Improvement Strategies related to the DET 2022 Priorities of:

- Learning (Supporting students who need extra support and those who have thrived to continue to extend their learning, especially in numeracy,) and;
- Wellbeing (Supporting students' wellbeing and mental health, especially the most vulnerable.)

The Department Priorities supported our Strategic Plan goal of Improving Learning Outcomes for all students.

Students in Years Prep to 6 have continued to improve in literacy and numeracy, with our students performing on par with similar schools. Significant achievement was demonstrated by our Year 3 students in reading, with 84% of students achieving a result in the top three bands. This was significantly higher than both similar schools and the state average. Similar results were seen in our Year 5 students in numeracy, showing a good percentage of students reaching the top three bands and performing better than similar schools.

During 2022, we had our maths specialist continue working across the school on building an evidence-based approach to teaching mathematics, and to increase consistency in this area of the school. There is a clear instructional model being embedded and teacher pedagogical knowledge in numeracy is also improving. We also continued with the Tutor Learning Initiative, supporting across the school in numeracy intervention and extension. Literacy intervention was monitored throughout the year, seeing some adjustments to the program, incorporating other supports to Levelled Literacy Intervention, including MultiLit.

Education Support staff were a part of all classrooms, allowing extra, focused support for students, especially with literacy and numeracy.

Throughout 2022, a strong focus on identifying student individual needs and developing Student Support Groups enabled the refinement of Individual Education Plans for students. Focusing on the link between school and home, identifying areas of strengths and goals, and enabling meetings to establish and monitor these was important in our student achievement, particularly those with extra supports or funding in place.

### Wellbeing

2022 was the first year for some students to have full time, face-to-face learning. Wellbeing, engagement and attendance were a high priority and classes focused on mindfulness practices and supporting students to adjust into regular school routines.

Magpie Primary School continued to utilise the school-based Chaplain for social and emotional wellbeing support, and began implementing a school wide approach to Respectful Relationships. Both Respectful Relationships and Trauma Informed Practices learning were used to further reflect on and adjust our Behaviour Flowchart, having a more restorative approach.

Students identified as at-risk or requiring Individual Education Plans, had regular SSG meetings with a particular focus on the wellbeing and returning to positive learning in school. In conjunction with Student Support Groups, the school also had strong working relationships with external agencies to ensure support for all, including Orange Door, Berry Street, DFFH, Take Two, Catholic Care.

## Engagement

Magpie Primary School has a strong focus on engaging all students and ensuring they are connected to the school. We aim to provide a range of programs that excite students and encourage them to be proud of the opportunities we offer. This supports them in building resilience and developing their personal and social capabilities.

Throughout 2022, the school focused on wellbeing and engagement, linking directly to our Strategic Plan goal of Improve Student Engagement in Learning. While it is still ongoing, and a priority for our students, we have seen improvement in our student sense of connectedness and we saw increases in the parent and community involvement.

Magpie Primary School continues to have a Learning Specialist in an inclusion, wellbeing and engagement role. The school offered a variety of programs to support wellbeing and engagement in learning and social development in 2022, including Breakfast Club five days per week, Drumbeat, CAST (Cool at School Together), Clubs, weekly Lunch orders, and development of the Quiet Space. Along with this, all classrooms provided sensory support spaces, and all students were part of engaging in our extensive sporting program that includes cross country, athletics, winter sports, swimming, gymnastics, as well as the weekly PE classes.

COVID isolations and outbreaks affected our students and staff significantly in the first semester, decreasing our attendance rates.

However, moving beyond this, our absences were well monitored by phone calls home, Compass notifications and parent discussions. Magpie Primary School's attendance rates were significantly lower than the state and other similar schools, and this will continue to be supported by communications with families and school-based strategies moving forward.

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## Other highlights from the school year

Magpie Primary School took full advantage of the changing restrictions post-pandemic. We saw a significant increase in the opportunities to provide excursions, incursions, programs and camps to our students.

Our senior students attending a week-long camp to Melbourne. We had multiple excursions including the Wildlife Park, Arts Centre, MADE museum, and Sovereign Hill. We were able to invite external groups back into the school to runs activities such as the robotics session. However, we also utilised new skills from virtual learning and continued with Webex / Virtual learning incursions.

We also had the Western Bulldogs come and facilitate AFL / Auskick sessions after school.

Our end of year Christmas celebration was fantastic to see our whole community come into the school and be a part of the celebrations of student achievement and learning, along with a picnic and performance.

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## Financial performance

Magpie Primary School has continued to maintain a sound financial position throughout 2022. The Strategic Plan, along with the Annual Implementation Plan for 2022, continued to provide the framework for school council allocation of funds to support programs and priorities.

The Financial Performance and Position report shown an end of year surplus, leaving us in a good position moving forward. As a school, we worked alongside the Finance Managers to ensure that 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.

2022 saw Magpie PS receive several grants through Active Schools Victoria and Positive Schools (camps and excursions.) Magpie was also supported through Chaplaincy funding, new Mental Health funding, and supplementary cleaning funding through COVID.

For more detailed information regarding our school please visit our website at  
<https://www.magpieps.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 2.0 (FISO 2.0).

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 92 students were enrolled at this school in 2022, 38 female and 54 male.

0 percent of students had English as an additional language and 26 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).

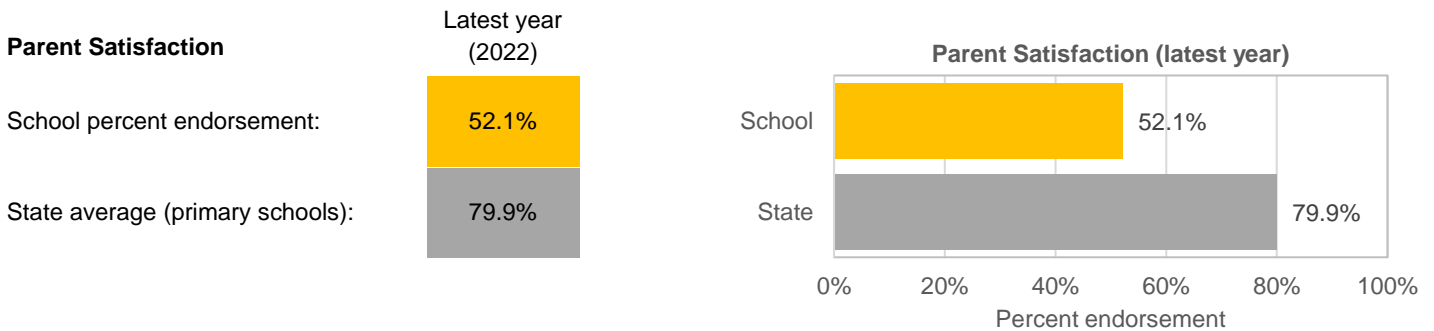
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

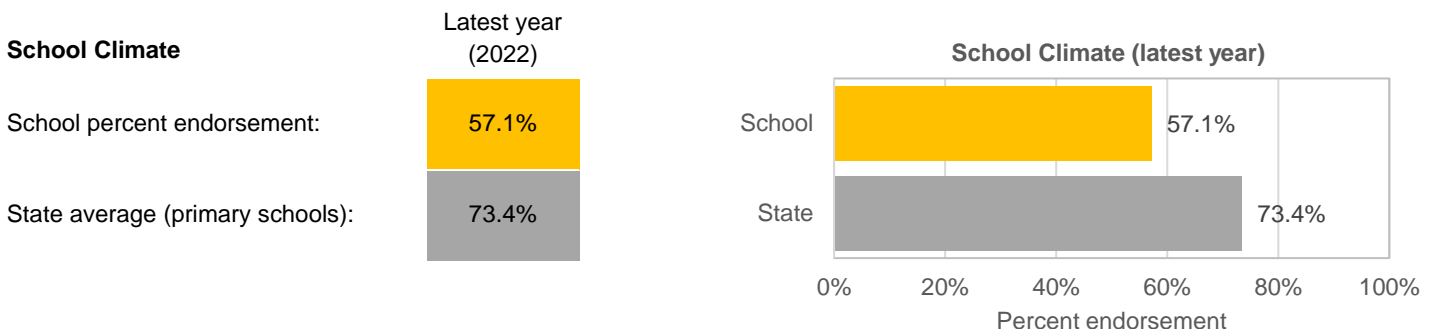


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

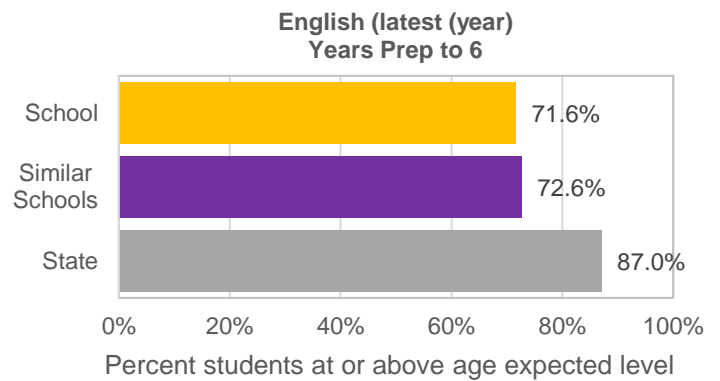
71.6%

Similar Schools average:

72.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

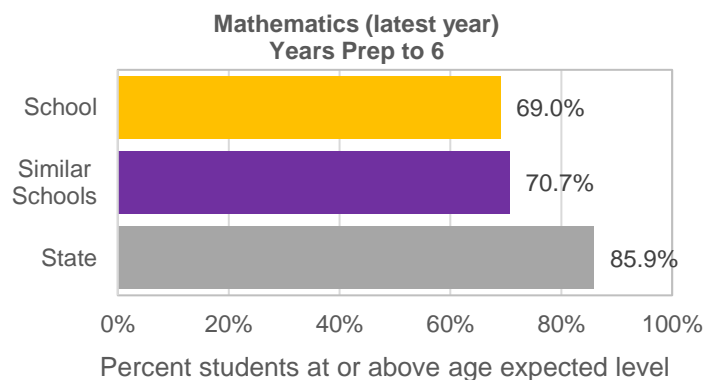
69.0%

Similar Schools average:

70.7%

State average:

85.9%





## LEARNING (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.

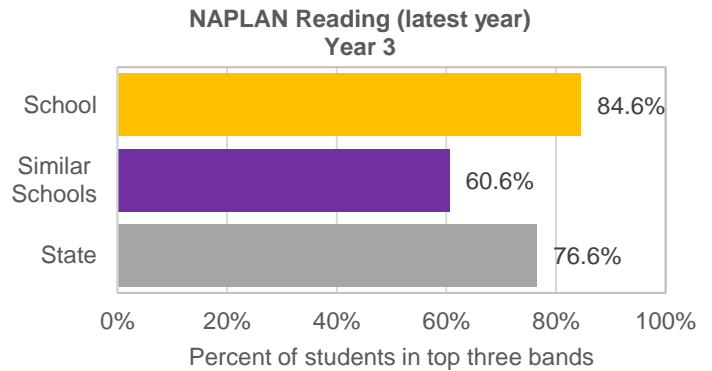
### NAPLAN

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 2019, 2021 and 2022 data.

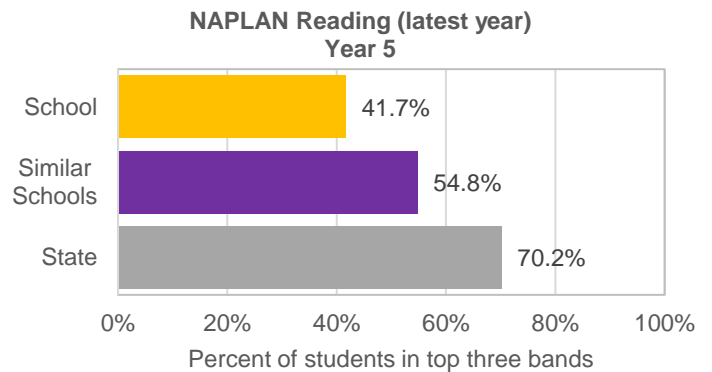
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.6%	64.5%
Similar Schools average:	60.6%	61.5%
State average:	76.6%	76.6%



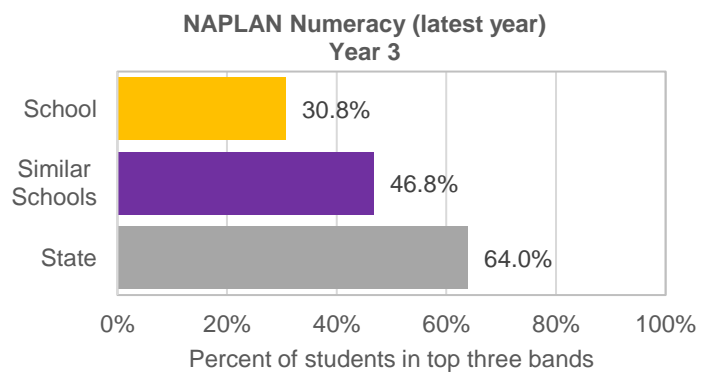
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	37.5%
Similar Schools average:	54.8%	56.2%
State average:	70.2%	69.5%



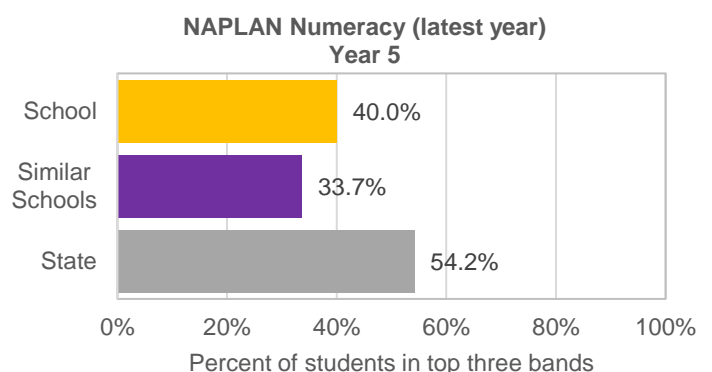
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.8%	33.3%
Similar Schools average:	46.8%	48.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	32.3%
Similar Schools average:	33.7%	39.9%
State average:	54.2%	58.8%



## WELLBEING

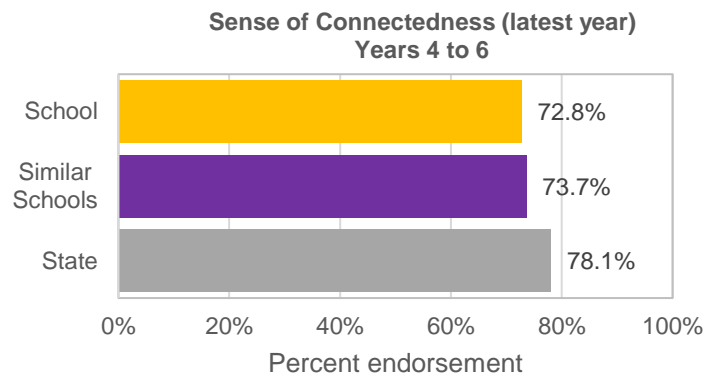
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.8%	70.6%
Similar Schools average:	73.7%	75.1%
State average:	78.1%	79.5%

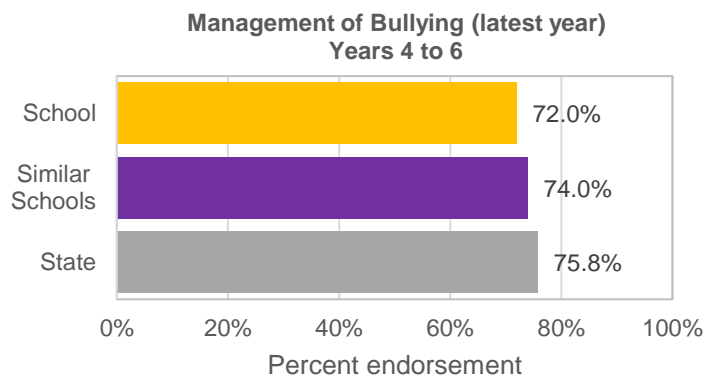


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.0%	68.1%
Similar Schools average:	74.0%	76.0%
State average:	75.8%	78.3%



## ENGAGEMENT

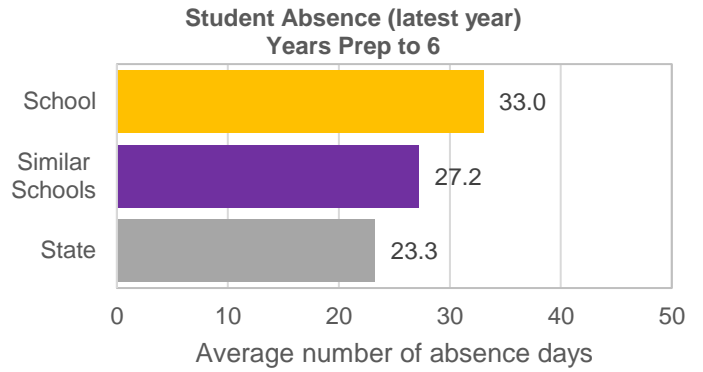
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	33.0	21.4
Similar Schools average:	27.2	21.2
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	82%	82%	86%	86%	74%	82%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,555,167
Government Provided DET Grants	\$417,040
Government Grants Commonwealth	\$9,500
Government Grants State	\$0
Revenue Other	\$20,727
Locally Raised Funds	\$10,803
Capital Grants	\$19,944
<b>Total Operating Revenue</b>	<b>\$2,033,182</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$267,245
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$267,245</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,393,331
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$21,912
Communication Costs	\$2,595
Consumables	\$34,136
Miscellaneous Expense <sup>3</sup>	\$5,611
Professional Development	\$7,920
Equipment/Maintenance/Hire	\$27,458
Property Services	\$60,882
Salaries & Allowances <sup>4</sup>	\$76,116
Support Services	\$38,384
Trading & Fundraising	\$7,322
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$646
Utilities	\$10,717
<b>Total Operating Expenditure</b>	<b>\$1,687,031</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$326,207</b>
<b>Asset Acquisitions</b>	<b>\$8,726</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$311,355
Official Account	\$7,464
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$318,819</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$44,547
Other Recurrent Expenditure	\$1,216
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>\$45,764</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.*