

2020 Annual Report to The School Community



School Name: Maldon Primary School (1254)



- 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 25 March 2021 at 10:22 AM by Alisa Burdett (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 23 April 2021 at 10:58 AM by Thomas Robertson (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

Maldon Primary School, established in 1873, stands proudly in the main thoroughfare of Maldon, a historic gold mining town in Central Victoria. Our main school building reflects the heritage and history of our town, Australia's first 'Notable Town'. In 2020 Maldon Primary School had an enrolment of 81 students at the beginning of the year. Due to COVID-19, our enrolments increased in the second half of the year to 86 students. There were no students with English as an additional language and 0 percent were Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education (SFOE) index was 0.4013 reflecting a low-medium socio economic band value.

Maldon Primary School has a safe, positive learning environment where students can be happy, courageous and confident. We explicitly teach all students our three main values of the school: Be kind, Be brave and Be your best through the School Wide Positive Behaviour Support (SW-PBS) framework. Our school's vision is to be a community of enthusiastic, curious learners who can problem solve and think creatively and critically. We want students to develop strong connections to their peers and the local and global community to ensure a sense of belonging.

We had a good balance of experience and new staff within our team: 1 Principal Class (1.0 FTE), 7 Teacher Class (4.54 FTE) and 2 Education Support Staff (1.4 FTE) and a Business Manager (1.0 FTE). Our school provided Visual Arts, LOTE (Japanese) and Performing Arts specialist programs for one day each week. Library sessions were conducted on a weekly basis by the classroom teacher with support from the Education Staff.

In Term 4, the works began for our new soccer field. This was originally to be completed by mid year of 2020 and will now be completed in early 2021. This was a student and community driven project and gave the students and their families something to look forward to during a difficult year.

Maldon Primary School develops close ties to the local community and enjoys support from our local shops and community organisations with special events and school programs. Unfortunately due to COVID-19, a lot of our community links and activities were put on hold but in 2021 we plan to rekindle these relationships again.

Framework for Improving Student Outcomes (FISO)

In 2020 we continued our journey of improvement, focusing on maximising student learning growth in reading, writing and mathematics through the Key Improvement Strategy of Curriculum Planning and Assessment. Staff attended professional learning and used this knowledge to review and revise our curriculum planners in writing, reading and maths, however due to remote learning, this is still a work in progress. With Term 1 finishing early and then moving to remote and flexible learning for most of Term 2 and 3, teachers focus moved to ensuring students (and families) felt supported and able to continue their learning through the use of paper packs, webex conferences and Google Classroom. Another area of focus was on student engagement in their learning. Teachers sourced online incursions from organisations like the Zoo and EcoLinc to help with engagement during remote learning and used videos and live conferences to assist with engagement. This area will continue to be a focus in 2021. Remote learning opened up new ways of learning for everyone and showed how flexible and resilient our staff, students and parents/carers were. Our priority did become everyone's wellbeing during this time. The Key Improvement Strategy of parents and carers as partners was emphasised and communication was a big success in this situation. Our uEducateUs system was utilised for conversations, announcements and even virtual assemblies.

All full time staff were to be fully trained in Professional Learning Communities (PLC) by the end of 2020, however this was spread across 2020 and 2021. Staff began PLC training in Term 4 and will complete this training in Term 1 2021. The learning from this will ensure teachers are placing students at the centre of the work and using the student data to make future decisions to improve the teaching and learning at our school.

Achievement

Due to remote learning, online professional learning opportunities became readily available through online sites and staff were eager to participate in these to build teacher capacity. The classroom teachers participated in a 6 week writing course to implement the 6+1 Traits of writing into our daily literacy program. This work ensures students are given the foundations of writing, so that they can apply this knowledge to any writing genre. From this learning, whole school and grade level writing planners were modified and updated to reflect this learning and moderation of students'

writing occurred in meetings to ensure our teaching was at point of need for our students. This work will continue into 2021. Even though students experienced remote learning for a large part of the year, teachers still ran their literacy program as planned with some adjustments. Students were able to share their writing and gain feedback from their teacher and peers through conferences. Teachers ran live or pre-recorded minilessons for literacy during remote learning. The results show that 84.4% of our students were at or above the age expected standard in English, which is similar to similar schools and the state average.

All staff participated in a Maths Curriculum Day, which was held online, where the maths proficiencies were explored. Follow up maths webinars were also attended by staff to ensure that students were developing a deep understanding of the maths concepts. Whole school planners and grade level planners were also revised and modified to ensure depth of teaching and learning. This work will continue in 2021. The results show that 88.1% of our students were at or above the age expected standard for mathematics, which is higher than the state average.

Another Key Improvement Strategy was building parents and carers as partners. Our school communication system, uEducateUs was used to increase communication with parents/carers throughout the year. We were able to post announcements on the system to inform families of COVID updates, as well as have conversations with individual parents/carers through this system. Staff worked hard at keeping contact with families throughout remote and flexible learning and did regular check in phone calls to offer support. Parents/Carers were also offered school based surveys to complete to help us monitor and manage the needs of the school community.

To improve student engagement in their learning, classes participated in the Start Up program at the beginning of the year to build relationships and connections with students and teachers. Students were given many opportunities where they could choose topics to focus on in their learning. Even throughout remote learning, students participated in assessing their own work as well as other children's work to help see their progress so far and develop next steps in their learning. Goal setting and student agency will continue to be a focus in 2021.

Engagement

Students responded differently to remote and flexible learning. Some students enjoyed the new way of learning and worked independently on their set tasks, asking for feedback and attending webex conferences. There were some students and families who found remote learning a challenge and the children were unable to sustain the engagement in learning during this period. We held some special whole school days during remote learning, such as 'National Health and PE Day' and 'Are You OK? Day' where students dressed up, sent in photos of being active and completed a special pack of activities etc. to connect people and engage with the school community. The younger grades continued to have online Show and Tell throughout remote learning, which allowed for new things to be shared, such as pets at home. The older grades participated in webex conferences and were also offered additional conferences for students to socialise and connect with each other. Teachers also sourced online incursions and new ways to engage students in learning. We will continue to reflect on our remote learning experience and review our ways of teaching to help with engagement in the future.

The student absence data for our school in 2020 is like similar schools and the state average, with the average number of absence days being 13.4. This is below our 4 year average of 17.1 absence days. During remote and flexible learning periods, students were marked present based on attendance of webex conferences, daily work submissions and communication between teachers and parents/carers. All year levels had above 90% attendance rate in 2020.

Wellbeing

We have continued to make progress in student wellbeing over the past three years with selected staff completing their 3 year training in School Wide Positive Behaviour Support (SW-PBS) framework at the end of the year. Maldon PS has seen the Attitudes to School survey positive endorsement of both Managing Bullying and School Connectedness continue to be scored above 95% for the last 2 years by the students in grades 4-6. We are very proud of this data and know that the School Wide Positive Behaviour Support framework along with Respectful Relationships program and Berry St training, have created this safe and supportive environment for all students. Our 4 year average of above 88% positive endorsement for both Managing Bullying and School Connectedness exceeds both similar schools and the state average.

Due to remote and flexible learning, staff were offered wellbeing supports through webinars, the Employee Assistance Program and a virtual gym throughout the year. We also employed a youth worker for Term 4 of the year, to assist staff and students to reconnect and re-engage with learning and socialising on the return to face to face learning. Staff and student wellbeing will continue to be a focus in 2021 and a youth worker/psychologist will be appointed in 2021 to

ensure students are happy, healthy and supported.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results of 89.7% positive endorsement. To improve parent satisfaction, we focused on communication and ensured that families felt supported during remote and flexible learning through regular check ins, surveys and announcements to keep everyone up to date.

The School Staff Survey showed positive results of 93.6% for our school climate. Even though the year was unsettling with COVID-19, staff remained settled and maximised the opportunities of numerous professional learning opportunities as a team, discussing planning ideas and sharing their experiences with each other. The staff attended weekly online catch up sessions and attended onsite supervision duties on a rotating timetable, which helped with keeping connected and positive throughout the uncertainty.

Financial performance and position

Maldon Primary School maintained a very sound financial position throughout 2020. The 2018-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan, were used to direct the allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$77,425. This surplus occurred through: the exiting of an ES staff member due to Covid-19 and not replacing this person until term 4 when on-site learning resumed; the retention of approximately \$7,000 from the Bushfire Vegetation grant as tradespeople were not available until January 2021; a high collection rate of parent voluntary and other contributions; the reduction in utility costs due to remote learning.

All equity funding was spent during the year on staffing, professional development and student literacy resources in line with equity funding guidelines and school priorities.

The school received a DET Accessible Buildings grant of \$37,000 which was used to infill open drains, repair damaged concrete and undertake visual line painting to aid the integration of a visually impaired student into the school. The school was also the recipient of two Sporting Schools Grants totaling \$2,850 which were spent on swimming and gymnastics.

For more detailed information regarding our school please visit our website at
<http://maldonps.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 81 students were enrolled at this school in 2020, 36 female and 45 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

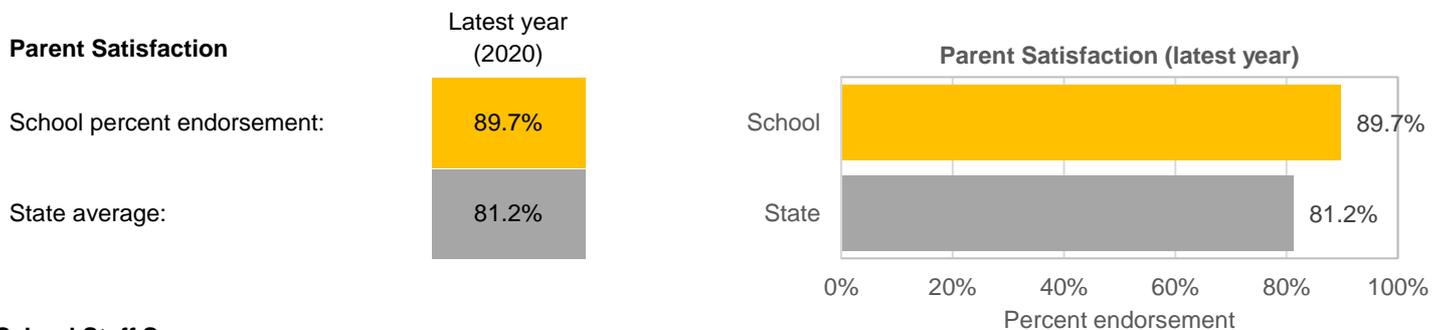
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

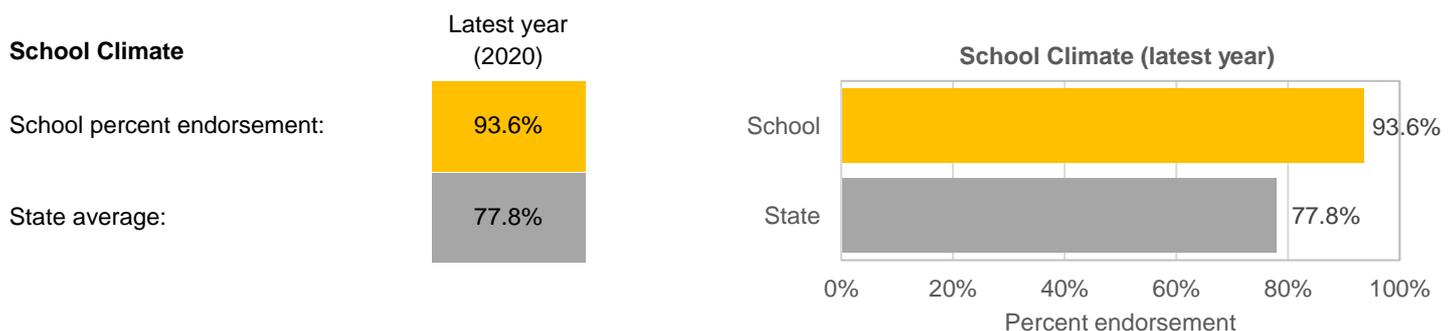


School Staff Survey

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:

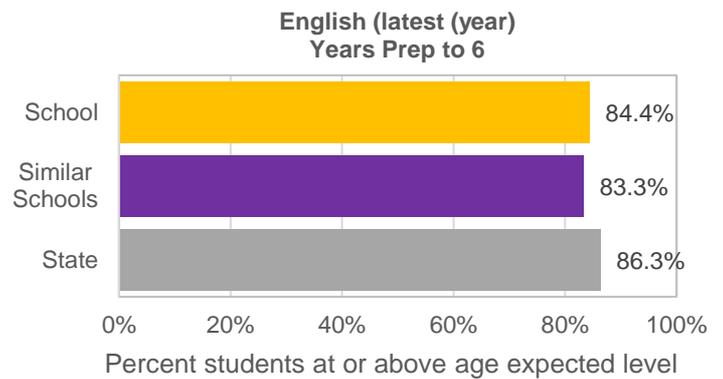
84.4%

Similar Schools average:

83.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

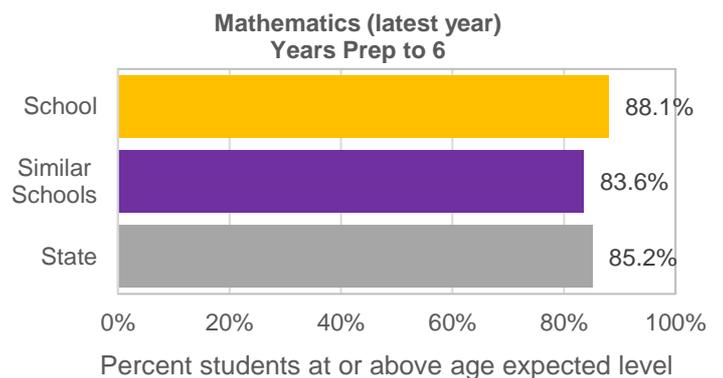
88.1%

Similar Schools average:

83.6%

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

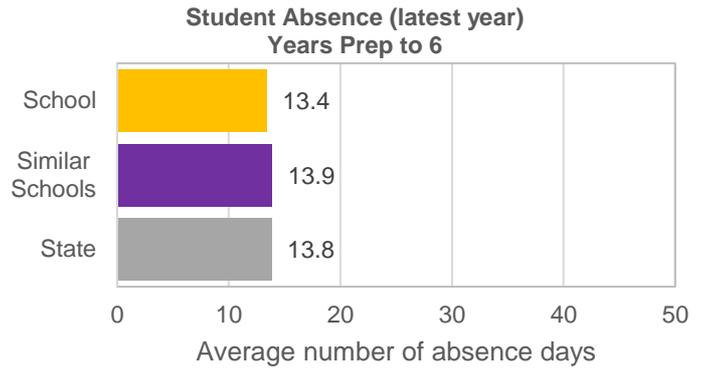
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.4	17.1
Similar Schools average:	13.9	15.1
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):	96%	93%	91%	97%	93%	90%	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.

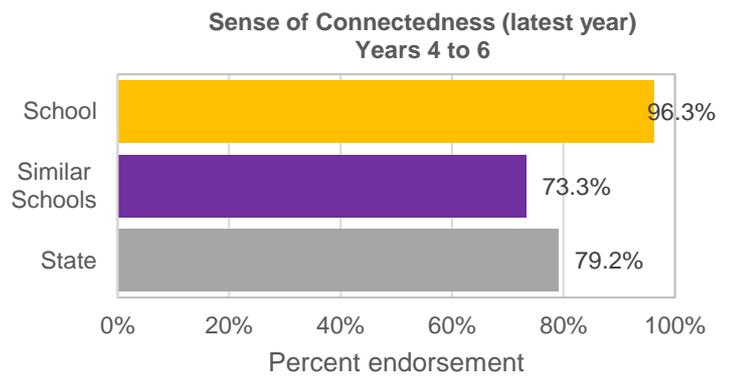
Student Attitudes to School – Sense of Connectedness

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).

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:	96.3%	88.3%
Similar Schools average:	73.3%	77.6%
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.

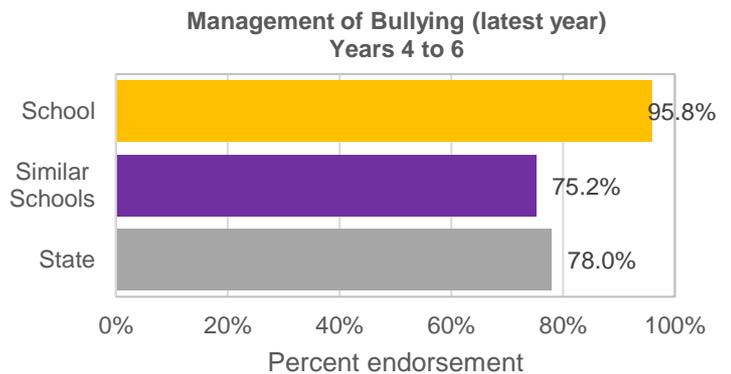
Student Attitudes to School – Management of Bullying

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:	95.8%	89.7%
Similar Schools average:	75.2%	79.5%
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	\$841,924
Government Provided DET Grants	\$211,352
Government Grants Commonwealth	\$2,850
Government Grants State	NDA
Revenue Other	\$1,379
Locally Raised Funds	\$41,599
Capital Grants	NDA
Total Operating Revenue	\$1,099,103

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,153
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$17,153

Expenditure	Actual
Student Resource Package ²	\$791,245
Adjustments	NDA
Books & Publications	\$450
Camps/Excursions/Activities	\$4,781
Communication Costs	\$2,003
Consumables	\$25,545
Miscellaneous Expense ³	\$6,360
Professional Development	\$3,940
Equipment/Maintenance/Hire	\$38,196
Property Services	\$80,160
Salaries & Allowances ⁴	\$40,686
Support Services	\$230
Trading & Fundraising	\$14,309
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$13,773
Total Operating Expenditure	\$1,021,678
Net Operating Surplus/-Deficit	\$77,425
Asset Acquisitions	\$40,888

- (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	\$88,760
Official Account	\$2,530
Other Accounts	NDA
Total Funds Available	\$91,291

Financial Commitments	Actual
Operating Reserve	\$33,010
Other Recurrent Expenditure	\$2,128
Provision Accounts	NDA
Funds Received in Advance	\$10,450
School Based Programs	\$11,695
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$9,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$54,489
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$120,771

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.