

2022 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 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 24 April 2023 at 10:30 AM by Alisa Burdett (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 29 April 2023 at 05:32 PM by Coby Cox (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 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.

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)

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

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. In 2022 Maldon Primary School had an enrolment of 78 students. The school's Student Family Occupation and Education (SFOE) index reflected a low-medium socio economic band value. 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.

The values our school embraces are: Be Kind, Be Brave, Be Your Best. These values provide us with a framework for the way staff and students work academically, socially and emotionally in the classroom, in the playground and out in the community. Maldon Primary School's mission is to have 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 through the School Wide Positive Behaviour Support (SW-PBS) framework.

In 2022, our students were placed into 4 classrooms, comprising of a Grade Prep/1 class, Grade 2/3 class, Grade 3/4 class and a Grade 5/6 class. The staffing profile consists of 1 principal (1.0 EFT), 1 Learning Specialist (1.0 EFT), 4 classroom teachers (4.0 EFT), 2 specialist teachers (0.6 EFT), 1 Learning Tutor (0.2 EFT), 3 Classroom Education Support Staff (2.3 EFT) and 1 business manager (1.0 EFT) and a Disability Inclusion Co-ordinator for Term 4 (0.2 EFT). We did not have any Aboriginal and Torres Strait Islander staff. 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 Support Staff. Our school does not provide any programs for overseas students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school's AIP focused on the implementation of the Department of Education's Key Improvement Strategies: 1. Learning Key Improvement Strategy 2. Wellbeing Key Improvement Strategy. To support the implementation of these Key Improvement Strategies, throughout the year professional learning was undertaken by staff, and a tutor continued working with students who had not made the 12 months growth or were behind expected levels in both literacy and mathematics. The staff worked on bringing routine back to the students and setting expectations after having a very unsettled time previously with covid-19 restrictions.

In 2022 the staff joined with two schools and participated in an online Professional Development Day with Literacy Consultant, Narissa Leung. This was a very beneficial day for staff and they were able to consolidate their knowledge of the 6+1 traits of writing. Within literacy lessons, staff have undertaken peer observations and recording their teaching for others to view and give feedback on. Our Literacy Learning Specialist modelled teaching of small groups within literacy lessons to other staff. Staff continued to undertake professional learning in the mathematics area. The staff participated in a whole staff professional learning day with a maths consultant from Love Maths. From this, teachers gained confidence in their maths planning and teaching. This work will continue into 2023. Our teachers also participated in an inquiry professional learning day with Kath Murdoch. From this, teachers began working with students to have an inquiry stance as a learner and a positive mindset. This will be a new piece of work for 2023.

Through the Tutor Learning Initiative, the Tutor continued to work with students who didn't make the expected growth over the last 12 months or who were below level in reading and mathematics. The tutor and the students work together to create a goal to work towards in this program and communicate with the classroom teacher where needed. We have seen great progress in students' ability and confidence after being involved in this program. Our tutor often engages with the classroom teachers to discuss students entering and exiting the program. The Tutoring Program has been very successful at our school and will continue in 2023.

Classroom teachers continued to have a Professional Learning Communities (PLC) inquiry for each school term. The main focus was to ensure students are at the centre of the work and to use the student data for the planning, teaching and learning of Literacy and Maths, as well as building collaboration between staff. Unfortunately covid-19 student absences impacted targeted groups at times, however staff continued to work through the PLC process with the children attending. Based on teacher judgements, the school rated 89.7% of prep to grade 6 students at or above the age expected standards for English, which is slightly higher than similar schools and the state average. This was the same outcome for Mathematics, with 89.7% of students at or above the age expected standard. In NAPLAN, our school performed higher in 2022 for grade 3 and 5 reading and numeracy than our 4 year average.

Wellbeing

Since we implemented the School Wide Positive Behaviour Support (SWPBS) framework, we have made significant progress in student wellbeing over the past four years and this is reflected in maintaining very high positive endorsement in our student Attitudes to School Survey (AToSS) results. 'Sense of Connectedness' was positively endorsed at 84.4% which is above similar schools and the state average and 'Management of Bullying' was rated at 87.5%, also above similar schools and the state average.

In 2022, the school continued to promote a positive learning environment for all students through SWPBS. Staff had a consistent approach to Wellbeing sessions on a weekly basis. All staff were trained in Berry St Trauma Informed Practice this year. Our Wellbeing Scope and Sequence was reviewed and combines Respectful Relationships, Berry St and School Wide Positive Behaviour to ensure lessons are targeting the behaviours/values needed for each classroom. All classes implement 'mindfulness' after lunch breaks to ensure students are calm and ready to learn for the afternoon.

Teachers completed the Student Check In twice over the year to identify students 'at risk' and in what area, socially, emotionally or academically. The Grade 4-6 student Attitudes to School Survey showed that 'Sense of Connectedness' had a positive endorsement of 84.4% in 2022. This result had slightly decreased over the covid-19 period, however it was still above similar schools and the state average. 'Sense of confidence' also decreased to 75%. We targeted individual students and small groups to be involved in Art Therapy sessions in Semester 2 to build confidence and reconnect them to the school and their peers. This was a very positive program and will continue into 2023. Our School Counsellor continued working at the school and was funded through the DET Chaplaincy Program. The School Counsellor worked with students and parents on a range of areas, such as resilience, anxiety, trauma and social skills. The School Counsellor will continue to work at our school in 2023.

Engagement

Students enjoyed being back onsite for learning in 2022, however there were some student and staff absences linked to covid-19 isolation. The student absence data for our school in 2022 was like similar schools and the state average, with the average number of absence days being 23.3. This was above our 4 year average of 18.4 absence days. Grade 1, Grade 3 and Grade 6 all had an attendance rate of below 90% in 2022, therefore we need to work on attendance with these cohorts in 2023.

Following on from remote learning and isolation, 2022 was a year to rebuild our relationships with community groups to help students engagement and connections with the community. As part of our clubs program, some students worked with the Maldon Croquet Club for croquet lessons. We also ran an afterschool 6 week Art Program through the local Cascade Art Gallery. All parties involved enjoyed this activity and we are hoping to continue this link in the future. Older students also helped publish our fortnightly school page in the local Tarrengower Times newspaper. We continued our connections with the RSL through the Remembrance Day Writing competition as well as attaching our letters, poems, stories and artwork about Remembrance Day to the front fence for passers-by to take home. This event was highly appreciated and was recognised by Maldon community members. We were still unable to visit the Hospital residents due to covid-19, so we started a penpal program where students and residents were paired up through letter writing. This was a special initiative and will continue into 2023.

Staff collaborated with other schools through network meetings and professional learning opportunities, and students and staff joined the Maldon Kindergarten for the school hat parade, the annual Easter Parade as well as participated in our regular transition program.

The school accessed the Positive Start Initiative program and at the end of Term 2 all students visited the Werribee Zoo. This was a great day for students and staff to connect and enjoy time with each other and nature. Majority of students attended this day and enjoyed the experience. Camps were also able to take place this year. During Semester 2, we were able to invite parents and community members back into the school for class expos, as well as a special performance after having an Artist in Residence at our school working with students for 2 days. The parents and school community enjoyed being welcomed back into the school for our special days and events. 2022 was a significant year to rebuild our connections.

Financial performance

Maldon Primary School maintained a very sound financial position throughout 2022. The 2018-2022 School Strategic Plan, along with the 2022 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 \$178,880. This surplus occurred through:

- a high level of graduate staff and/or staff not at the top of the salary scale.
- the retention of approximately \$10,000 in School Chaplaincy funding (funding over two years 2021-2022) as the school was unable to secure a counsellor until term 3 2021. This funding will be used to extend the program into 2023.

- the retention of a \$10,000 maintenance payment from the department for roof repairs. Due to difficulties finding contractors these repairs are scheduled to take place in 2023.
- a higher than expected collection rate of parent contributions.
- the retention of approximately \$6,200 in water safety funding as our program was conducted in 2022 but the invoice was not received before the end of 2022.
- the retention of approximately \$50,000, which was transferred from the 2021 surplus, with the intention of replacing the degraded storage shed. Due to an inability to access contractors this has been deferred to 2023.

Maldon Primary School is an historic school with considerable maintenance needs. The Rolling Facilities Evaluation, completed in mid 2020, identified over \$400,000 in maintenance and repair works which needs to take place between 2020 and 2025. Throughout 2022 in excess of \$70,000 was spent on interior painting (including repairing and repainting all ceilings) and revamping of the school football oval including the removal of a dangerous concrete cricket pitch. The majority of this work was funded by additional department funding of \$70,000 (DET Minor works grant \$50,000 and DET Bushfire grant \$20,000) together with some fundraising funds. The school will continue to work through the list of repairs/maintenance in 2023, replacing the storage shed, completing more internal painting and revamping the grounds around the shed.

Equity funding was spent during the year on new digital devices for student use and literacy resources in line with equity funding guidelines and school priorities.

The school received a Sporting Schools grant of \$2,200, which was allocated to swimming, a \$25,000 DET Shade Sail grant, a Landcare grant of \$800 and a Victorian Schools Garden grant of \$4,000.

The school raised approximately \$5,000 by conducting a Mango fundraiser, a sausage sizzle and raffle at the Maldon Market and our annual Shopping Spree and the funds were directed to the 2022 maintenance projects.

For more detailed information regarding our school please visit our website at

<https://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 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 78 students were enrolled at this school in 2022, 35 female and 43 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

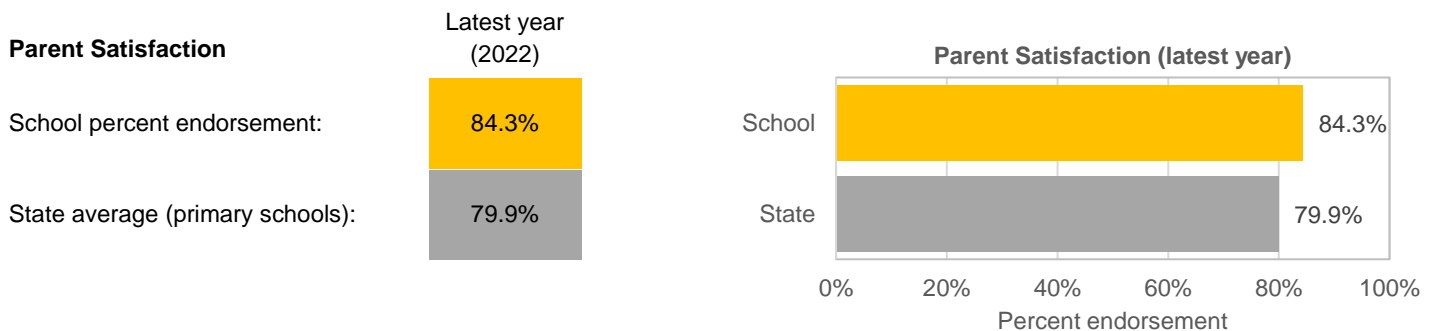
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

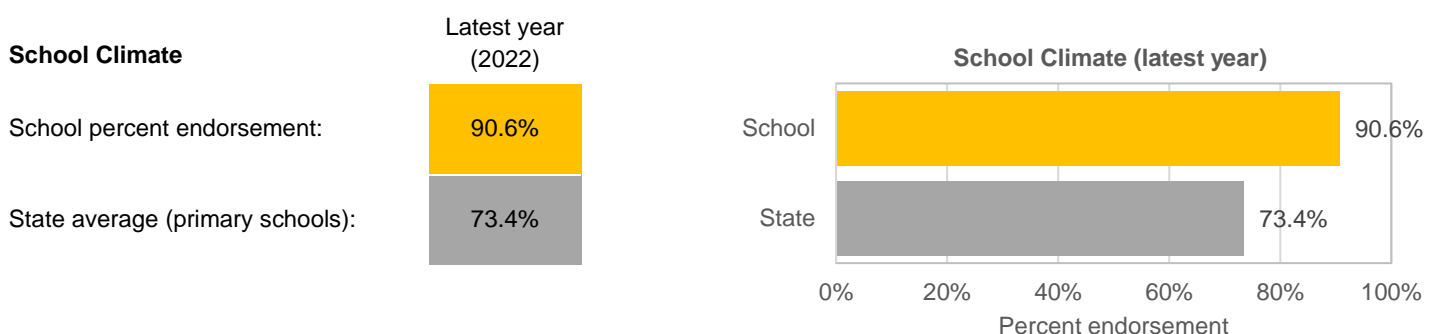


School Staff Survey

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.



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:

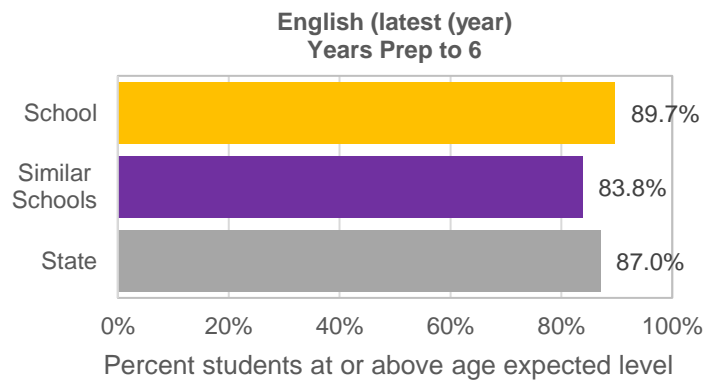
89.7%

Similar Schools average:

83.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

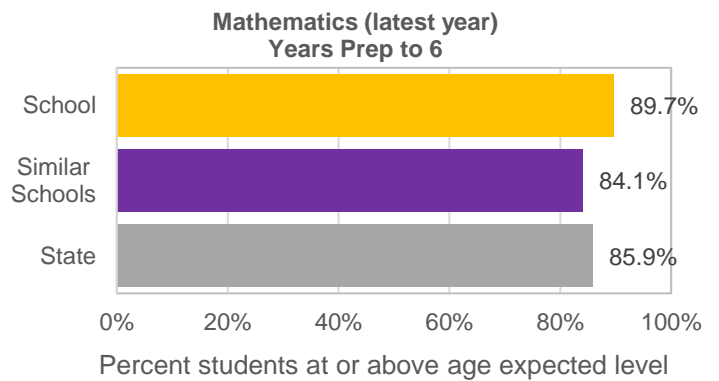
89.7%

Similar Schools average:

84.1%

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.

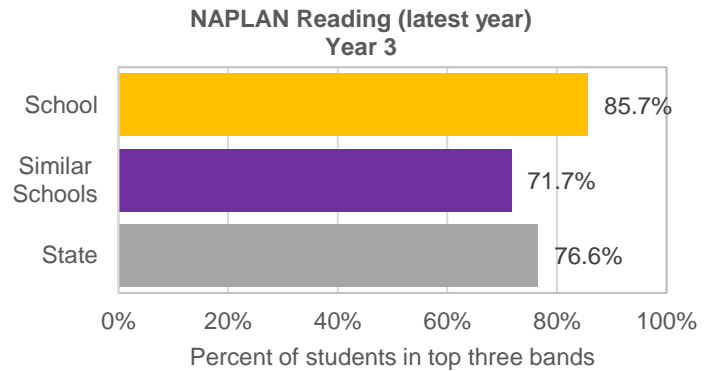
NAPLAN

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.

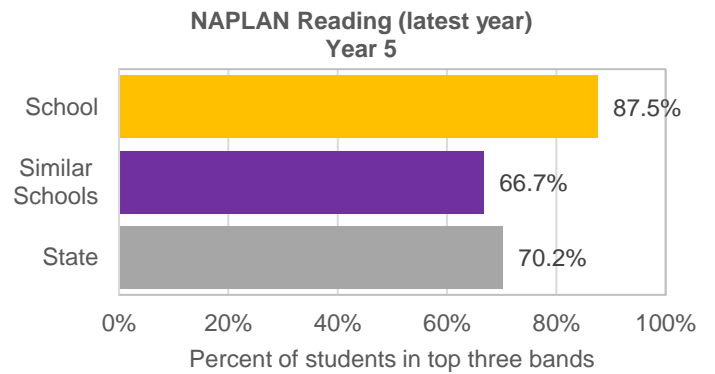
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	85.3%
Similar Schools average:	71.7%	71.1%
State average:	76.6%	76.6%



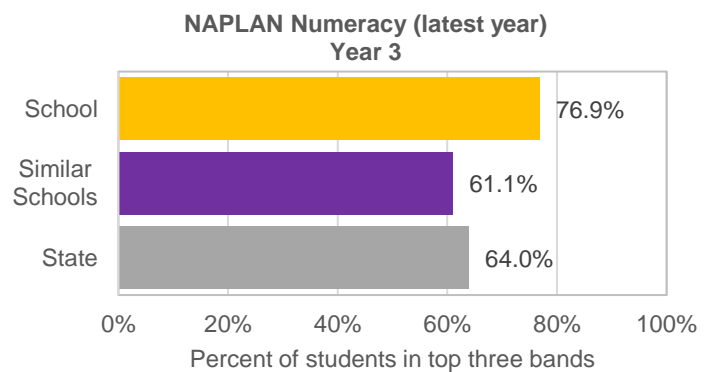
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	80.0%
Similar Schools average:	66.7%	67.0%
State average:	70.2%	69.5%



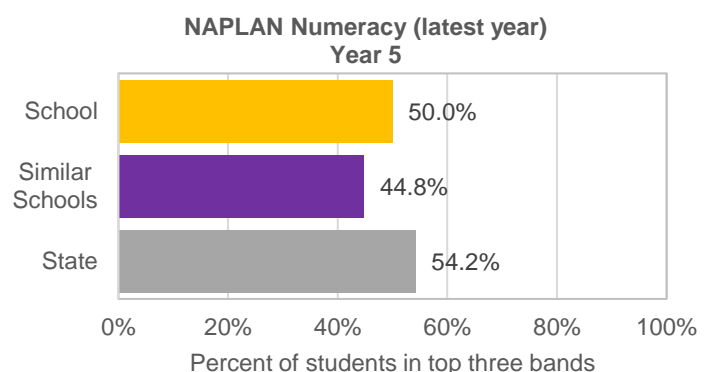
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	72.7%
Similar Schools average:	61.1%	63.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	45.7%
Similar Schools average:	44.8%	51.7%
State average:	54.2%	58.8%



WELLBEING

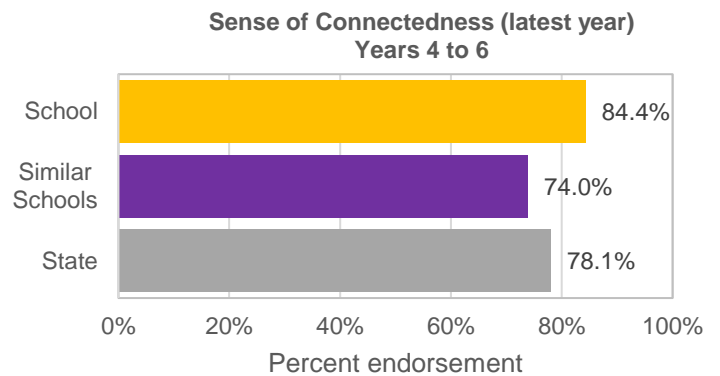
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.4%	91.0%
Similar Schools average:	74.0%	75.9%
State average:	78.1%	79.5%

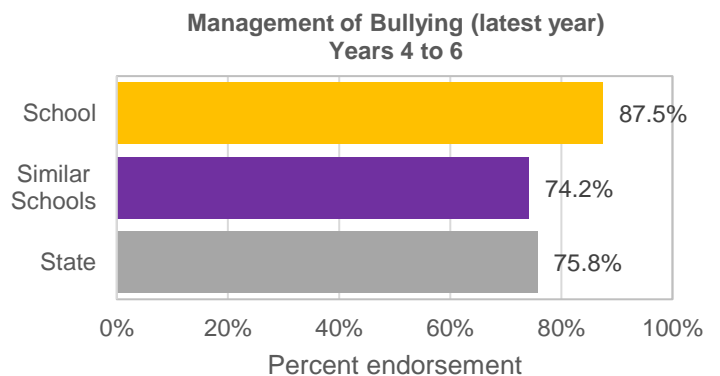


Student Attitudes to School – Management of Bullying

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:	87.5%	92.6%
Similar Schools average:	74.2%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

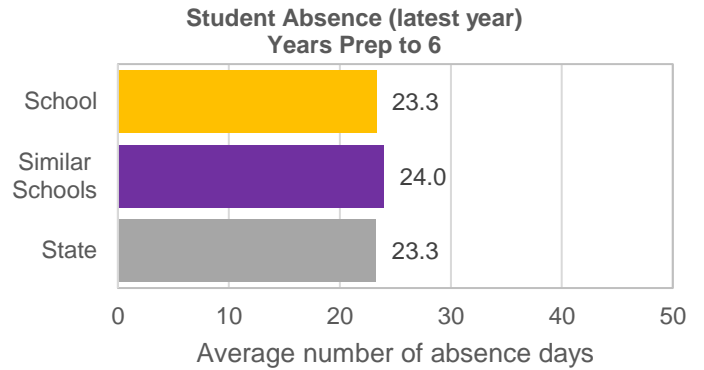
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.3	18.4
Similar Schools average:	24.0	17.4
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%	84%	91%	88%	90%	90%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,045,974
Government Provided DET Grants	\$272,175
Government Grants Commonwealth	\$2,800
Government Grants State	\$0
Revenue Other	\$10,105
Locally Raised Funds	\$70,614
Capital Grants	\$0
Total Operating Revenue	\$1,401,668

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,679
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,679

Expenditure	Actual
Student Resource Package ²	\$941,643
Adjustments	\$0
Books & Publications	\$4,616
Camps/Excursions/Activities	\$27,088
Communication Costs	\$1,215
Consumables	\$13,915
Miscellaneous Expense ³	\$10,196
Professional Development	\$12,147
Equipment/Maintenance/Hire	\$21,071
Property Services	\$93,948
Salaries & Allowances ⁴	\$26,579
Support Services	\$37,329
Trading & Fundraising	\$17,715
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$310
Utilities	\$15,015
Total Operating Expenditure	\$1,222,788
Net Operating Surplus/-Deficit	\$178,880
Asset Acquisitions	\$45,664

- (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

Funds available	Actual
High Yield Investment Account	\$163,665
Official Account	\$12,320
Other Accounts	\$0
Total Funds Available	\$175,985

Financial Commitments	Actual
Operating Reserve	\$36,898
Other Recurrent Expenditure	\$2,914
Provision Accounts	\$0
Funds Received in Advance	\$4,690
School Based Programs	\$27,731
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$64,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$20,000
Total Financial Commitments	\$166,734

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.