

2020 Annual Report to The School Community



School Name: Airly Primary School (4169)



- 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 13 April 2021 at 10:09 AM by Geraldine Carter (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 21 April 2021 at 09:13 AM by Dawn Michie (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

Nestled on rich farming land, Airly Primary School strives to create an environment rich in relationships where learning is valued. While an increasing number of our students are local, the majority come to us from nearby towns including Stratford, Maffra, Sale and Briagolong. Our current student population of 37 is split across 3 multi-age classrooms. Groupings are designed to maximise learning opportunities and meet individual needs.

Family and community members frequently donate their time for Parent Club, School Council, working bees or grounds maintenance. This means our grounds are impressive and often commented on. We have a bounteous kitchen garden, large oval with running track, Indigenous gardens, a lizard lounge, frog bog, large shed for events and modern playground equipment. Along with biodiversity, our school values sustainability and is a ResourceSmart school. Our School Wide Positive Behaviour framework dictates our social and emotional learning which also encompasses eSmart and RRRR.

Framework for Improving Student Outcomes (FISO)

Our goals are: to maximise student growth in Literacy and Numeracy; to develop empowered, engaged and resilient students; and to build a strong collaborative rural cluster to drive school improvement.

From these goals, our strategies for the year included: further developing of the Sale Rural Cluster and using that collaboration to build teacher skill, develop leadership, enhance accountability and provide additional programs to engage our students such as sports, camps and excursions; the use of surveys to provide student, parent and staff voice; organisation of Specialists to visit the school and minimise chronic absenteeism.

The advent of COVID partially disrupted these goals, however the Rural Cluster remains strong and one specialist is booked in to visit the school on a weekly basis.

Achievement

Our initial key improvement focuses were challenged by COVID and the subsequent lockdown periods with Remote Learning. Staff quickly became Webex experts and learning was provided both onsite and through pre-recorded and live videoconferencing. While PLC's and peer observations were halted the creation of a facilitator role was successful as was the procurement of SWIVL cameras for feedback purposes. Many students were also able to continue regular MARC learning through Google Classroom activities and live Webex sessions.

PSD students attended onsite schooling and have made growth in line with their ILPs.

A positive climate for learning was evidenced through a response analysis of a range of surveys to different stakeholders, although the number of respondents was less than in historical responses.

We achieved community goals by engaging pen pal programs, participation in RRRR programming, collecting plastics for sustainability competitions and conversations.

Looking forward, we are restarting the PLCs and working to refine their direction, ensure peer observations and provide relevant PD to support that. We will continue our open-door policy and use of community services including Speech, Gippsland Art Gallery as well as tap in to the skills of our families. We will continue to build the resilience and expectations of values for our students through the SWPBS framework and regular programming of RRRR and Zones

of Regulation. Inter school sports and excursion opportunities are also valued.

Engagement

COVID limited our traditional transition programs and open-door policy before and after school. A parent information night was held, however only two parents attended. Community members who engaged our school included: CGHS, EY Network, Wellington Shire, Gippsland Art Gallery, KESO, DHHS and Noahs Ark.

Teachers ensured engagement with our families during remote learning through phone calls and online sessions.

Engaging in our values system was promoted through discussion of values in newsletters and class, use of ace cards to reward expected behaviours and RRRR lessons.

Pen Pals and the sharing of Filipino food helped students connect and engage with the global community.

An area for improvement is engaging parents in their students' learning and managing challenging behaviours affecting learning outcomes.

Wellbeing

Airly Primary School continues its embedding of the School Wide Positive Behaviour Systems (SWPBS) as a framework to promote positive behaviours. Our values of Respect, Attitude, Cooperation and Environment are taught explicitly and rewarded accordingly to individuals, whole class and whole school groups. The SWPBS Committee did not meet during the year and its re- invigoration is a future goal. Data is collected and collated, we are looking for a more efficient way to record and analyse that.

Small class sizes and aides are used to assist funded and targeted students. Small class sizes also allow for strong relationships which in turn assists managing challenging behaviours and learning attitudes.

Financial performance and position

Airly Primary School ends the year with a surplus due to responsible spending and School Council decisions. The largest expense was the cost of the equivalent of 3.4 teachers and three aides. One of those teachers (a graduate) was funded through the extra \$31,000 we received in equity monies. The extra teaching staff allow for the Principal to have a minimal teaching load and so be able to provide release for teachers. We also believe strong relationships are best developed with small class sizes. Our use of aides also assists those relationships as well as helping integrate PSD students and the provide a variety of other school wide jobs. Additional expenses included the procurement of 14 new laptops, ensuring 1:1. This was especially helpful during remote learning; classroom items (books, subscriptions, consumable and assessment tools); grounds maintenance (mowing, cleaning – including extra COVID safe practices) concreting for the new toilet block and a new water pump); new playground equipment and sport (swimming, safety pads and basketball backboards); cluster events (joint learning days for students, upskilling of staff, and PLC management). This cluster facilitation and promotion was assisted by a grant, however COVID has impacted on the projected outcomes.

Parents club have also worked hard to secure an extra income for the benefit of our students and assisted in the purchase of new playground equipment.

For more detailed information regarding our school please visit our website at
www.airlyps.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 33 students were enrolled at this school in 2020, 14 female and 19 male.

NDP 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) which takes into account parents' occupations and education.

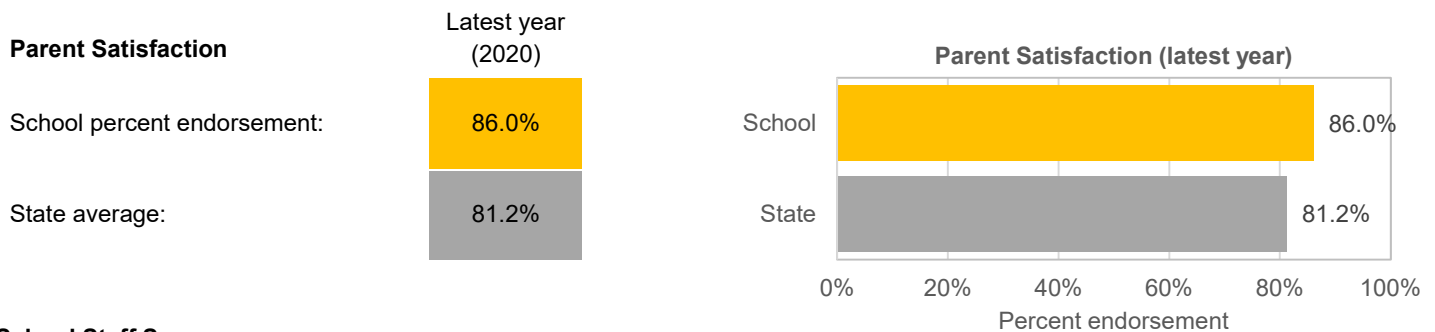
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

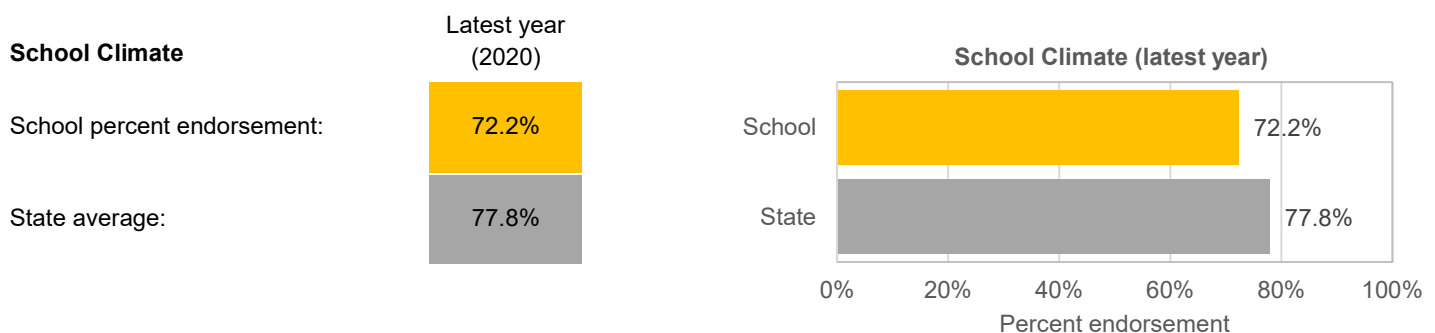


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

NDA

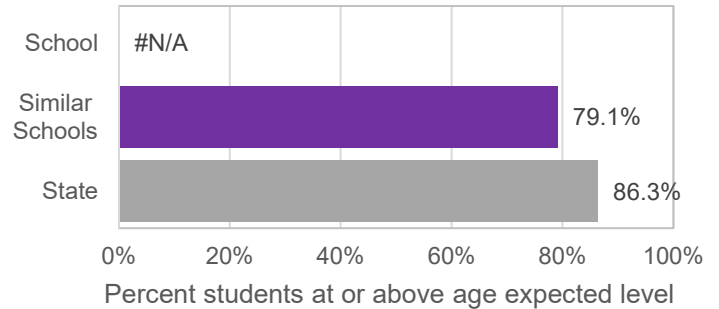
Similar Schools average:

79.1%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

NDA

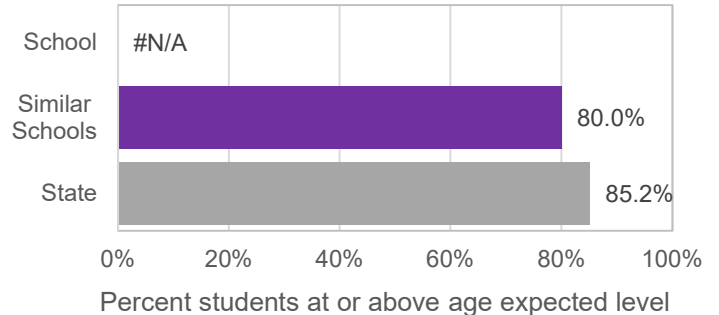
Similar Schools average:

80.0%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

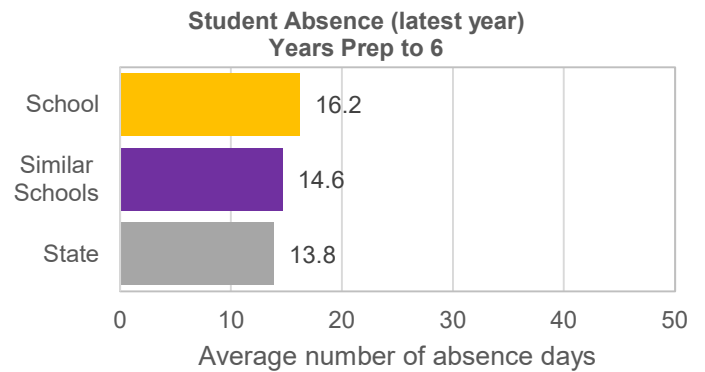
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.2	16.9
Similar Schools average:	14.6	16.5
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):	NDP	94%	94%	93%	NDP	87%	NDP

WELLBEING

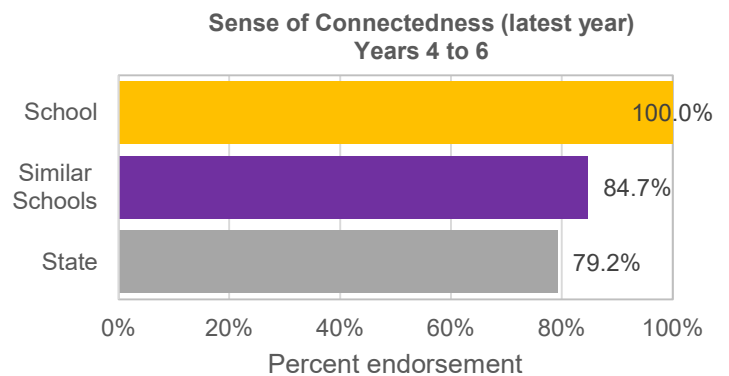
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	100.0%	89.1%
Similar Schools average:	84.7%	80.7%
State average:	79.2%	81.0%



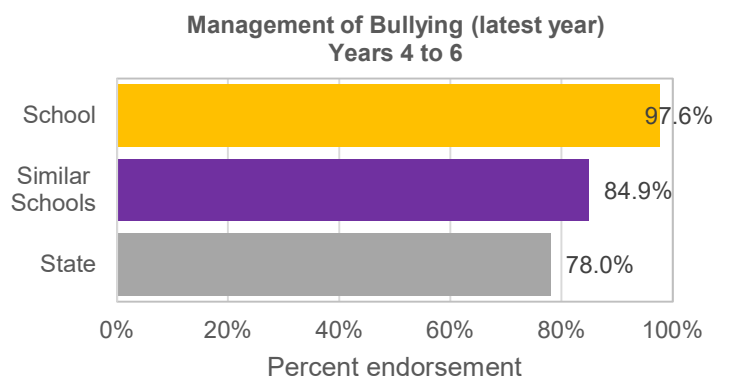
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	97.6%	90.2%
Similar Schools average:	84.9%	81.3%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$611,626
Government Provided DET Grants	\$120,975
Government Grants Commonwealth	\$3,150
Government Grants State	NDA
Revenue Other	\$1,362
Locally Raised Funds	\$7,231
Capital Grants	NDA
Total Operating Revenue	\$744,345

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,319
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$63,319

Expenditure	Actual
Student Resource Package ²	\$628,042
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	NDA
Communication Costs	\$1,110
Consumables	\$4,089
Miscellaneous Expense ³	\$7,107
Professional Development	\$839
Equipment/Maintenance/Hire	\$15,579
Property Services	\$63,608
Salaries & Allowances ⁴	\$25,612
Support Services	\$1,372
Trading & Fundraising	\$4,793
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$2,228
Total Operating Expenditure	\$743,288
Net Operating Surplus/-Deficit	\$1,056
Asset Acquisitions	NDA

- (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	\$142,937
Official Account	\$3,900
Other Accounts	NDA
Total Funds Available	\$146,837

Financial Commitments	Actual
Operating Reserve	\$11,006
Other Recurrent Expenditure	\$73
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$22,622
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$33,701

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.