

2020 Annual Report to The School Community



School Name: Fish Creek and District Primary School (3028)



- 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 26 April 2021 at 01:06 PM by Dale Banks (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 27 April 2021 at 06:26 PM by Fleur Stefani (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

Fish Creek and District Primary School is a rural school situated 160km South East of Melbourne and had an enrollment of 123 students at census in 2020. This is an increase from 110 the previous year. Students were split into 6 classes (P/1, 1/2 x2, 3/4, 4/5 and 5/6) for the school year. Staff for 2020 consisted of a Principal, Learning Specialist , 6 Classroom Teachers, specialist teachers (EFT1.2) Business Manager (1.0), Welfare Officer (0.4), 4 Integration Aides (EFT 1.0) and a visiting MARC Specialist for 6 hours per week.

Fish Creek and District Primary School is a friendly place to learn, work and visit. With a tradition of high academic achievement, we pride ourselves on our school values of Respect, Fairness and Commitment. Our school works to provide an exemplary literacy and numeracy program, encourages the development of social skills through a whole school approach to mindfulness, builds relationships and nurtures our students' artistic and sporting talents. Our local community is proud of our school where all children are known individually, our staff is progressive and forward-thinking and our students attain a high level of academic achievement. From concerts to art shows, our students have many opportunities to succeed in a variety of arenas. Our strong sporting achievements see many students attend regional and state level championships.

The school is part of the Corner Inlet Learning Alliance (CILA) of schools for sport and cultural activities. The CILA network incorporates Foster, Toora, Tarwin Lower, Meeniyah, Welshpool and Fish Creek Primary Schools. This also includes professional development for staff between the cluster with Fish Creek, Welshpool, Tarwin Lower and Toora completing cluster PLC training together in 2019, the schools will work together to improve teaching and learning practices across the region. This successful initiative engaged teachers in professional learning with their colleagues whilst establishing strong, supportive formal and informal networks. It also created leadership positions for staff in the areas of instructional leaders and data literacy. Our school staff continued to monitor and assess student learning through on-going professional learning; this will be further enhanced by our PLC work continuing on into the future. We have seen great steps forward in terms of staff, parent and student satisfaction data and have developed a team approach to decision making and process. The school is currently an extremely positive and vibrant place to learn and work for all students, staff and families.

Our school prides itself on being family friendly and we get enormous support from our parent volunteer base especially through our Parents and Friends and School Council.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)

All parts of the FISO frameworks are being implemented at Fish Creek and District Primary School in 2020 however, a primary focus was placed towards Curriculum Planning and Assessment. This was especially valid as we completed our Numeracy Curriculum document. All staff worked together to produce a viable and working curriculum document which is unique to Fish Creek Primary School. We continued to work on our instructional model to ensure that we had consistent teaching practices across the school. Our work with our Professional Learning Community (PLC) was put on hold for 2020 due to remote learning

Achievement

Student learning across the state was significantly impacted as a result of extended periods of Remote Learning throughout 2020. Whilst we need to acknowledge that some students flourished during Remote Learning, many did not, which was evident when comparing school based data from February to November. Furthermore, the cancelling of NAPLAN removed our ability to compare our schools performance against similar schools and state averages.

During Remote Learning, staff students and the school community quickly adapted to an online model for our student learning. Our online model with SEESAW at its core allowed students to engage with learning in a flexible manner, and allowed parents to provide support outside of other commitments. Furthermore teachers used a blend of online and

tangible resources to cater to the learning needs of a diverse range of students.

Engagement

At Fish Creek Primary School, we pride ourselves on how our students engage with the community and how they know their place in a global society. 2020 was a difficult year for everyone but I was proud of the work we did as a school community to stick together. We understood that isolation was a concerning factor during our periods of lockdown, Teachers were in constant communication with students through seesaw, school assemblies were held remotely and our school leaders provided messages and tips to all our students. When we returned from lockdown the school banded together to provide a wonderful graduation ceremony for our grade 6 students. This was a joint effort with the community coming together to provide a great finish for our departing grade 6 students. We constructed an abbreviated orientation program for the kindergarten students ensuring that they all felt settled and comfortable in our school setting.

We continued as a partner school for Respectful Relationships program, at our school we strongly support gender equality, it was wonderful to see one our students artwork displayed in junior building as part of the 16 days of activism against gender based violence.

Our enthusiastic Junior School Council continued to work in difficult conditions they run several lunchtime activities and raised money for many worthy causes. Our students have led the way with sustainable practices across our school, our environmental leaders have conducted rubbish audits and now we have an extremely viable recycling program, which helps reduce rubbish falling into land fill.

We continued to work on our school grounds by placing a new ropes based playground near the oval and additionally adding edumarking around the school to ensure lots of educational work spaces.

Attendance is and will remain an area of focus at Fish Creek with non-attendance above the state average, while this has improved from previous years it is still a focus to get better. With remote learning it was very difficult to get a read on our attendance data for this year, but it will remain a high focus for 2021 and beyond.

Wellbeing

Given the Impact COVID 19 had on education in 2020, wellbeing was a high priority throughout the year.

Strategies that we implemented to support wellbeing across our school community included:

- Phone check-ins on a regular basis
- Student welfare officer employed at the school
- Surveys to gather feedback on how to better support families
- adjusting amount of learning tasks to met the needs of families and including core and optional tasks
- Learning Pack drop offs - these doubled as a wellbeing check in with families
- Well being Wednesdays - catch up days during Remote Learning to allow families extra time to finish off any incomplete learning tasks.
- Extra wellbeing support for students during periods of onsite learning
- Webex lessons

Financial performance and position

Fish Creek and District Primary School is in a sound financial position, with an operating surplus. This operating surplus is slightly higher than expected due to increased numbers and less expenditure during the lockdown periods. Our equity money of \$11,691.00 went towards contributing to extra welfare support for our students, this extra support will continue into following years. In 2020 the school completed its upgrades of the grounds area with a new ropes play ground and educational markings painted around the school. Additional building works included panting of the administration area and new flooring in the staff kitchen and student toilets. We also received \$2200 from sporting schools, which contributed, to our sports program (golf). At Fish Creek Primary School, we are extremely fortunate to

Fish Creek and District Primary School

receive extra support from the parent community with our Parents and Friends committee raising much needed funds for additional resources and classroom furniture at the school.

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 123 students were enrolled at this school in 2020, 63 female and 60 male.

0 percent of students had English as an additional language and 4 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.

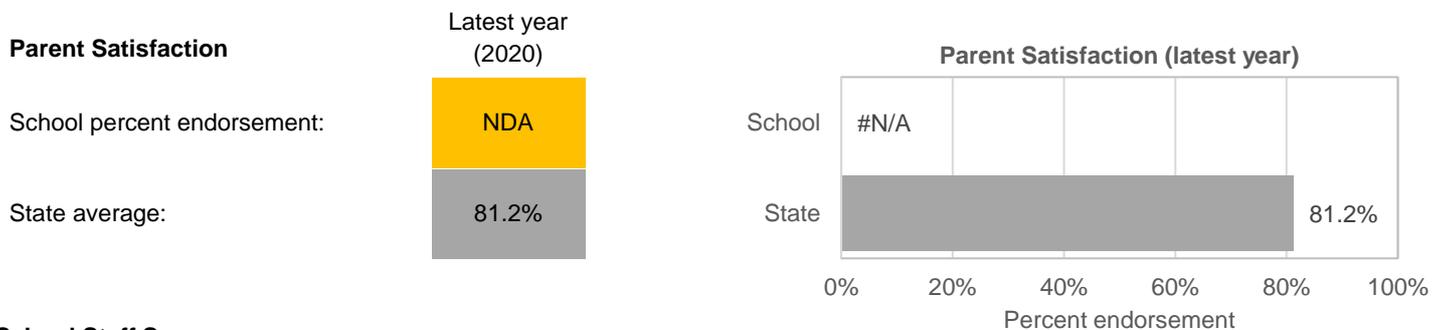
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

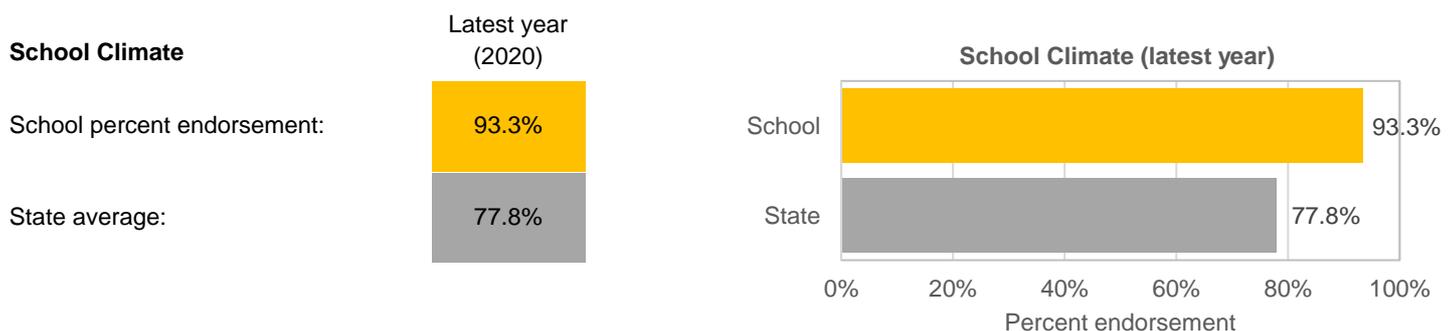


School Staff Survey

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:

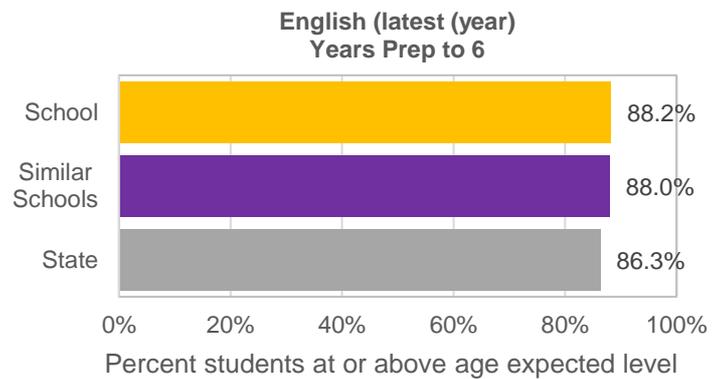
88.2%

Similar Schools average:

88.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

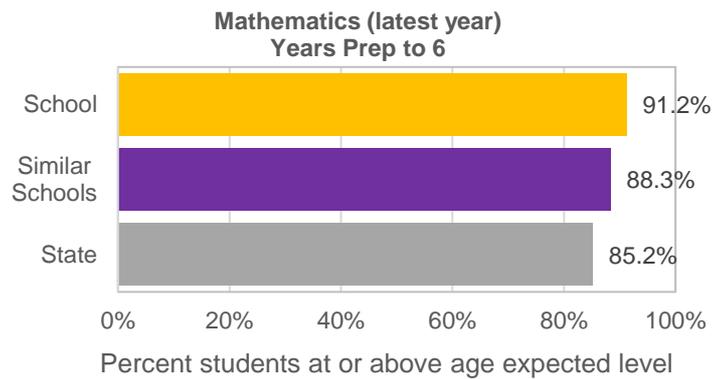
91.2%

Similar Schools average:

88.3%

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

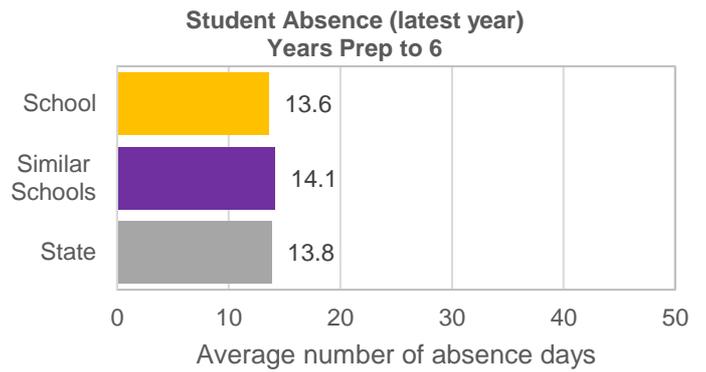
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.6	16.0
Similar Schools average:	14.1	14.8
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):	91%	95%	93%	94%	91%	94%	93%

WELLBEING

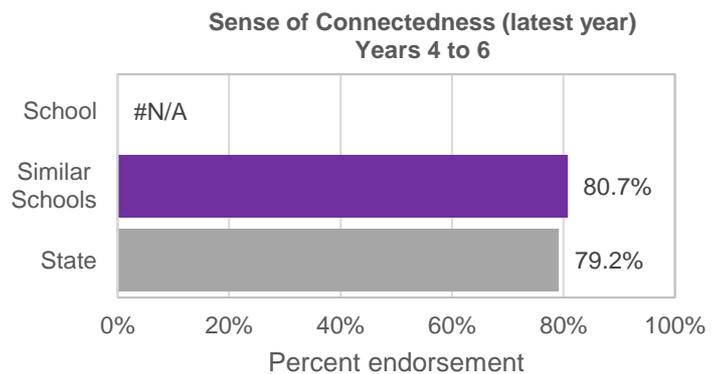
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	NDA	88.7%
Similar Schools average:	80.7%	81.1%
State average:	79.2%	81.0%



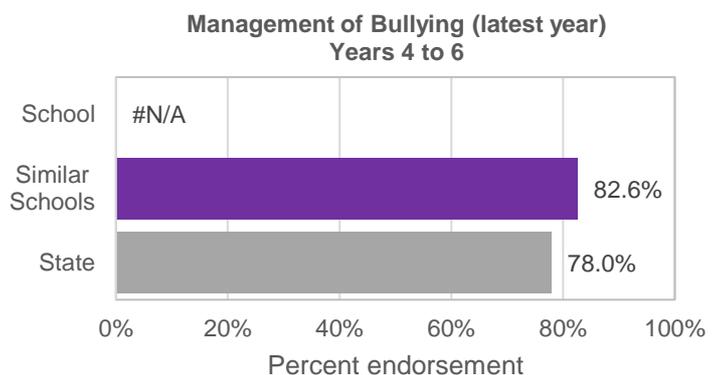
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	96.5%
Similar Schools average:	82.6%	82.5%
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	\$1,273,404
Government Provided DET Grants	\$181,663
Government Grants Commonwealth	\$3,150
Government Grants State	NDA
Revenue Other	\$2,154
Locally Raised Funds	\$45,600
Capital Grants	NDA
Total Operating Revenue	\$1,505,971

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,691
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$11,691

Expenditure	Actual
Student Resource Package ²	\$1,143,961
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$17,765
Communication Costs	\$1,695
Consumables	\$35,835
Miscellaneous Expense ³	\$5,472
Professional Development	\$2,552
Equipment/Maintenance/Hire	\$12,599
Property Services	\$35,452
Salaries & Allowances ⁴	\$78,327
Support Services	NDA
Trading & Fundraising	\$11,036
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$153
Utilities	\$12,045
Total Operating Expenditure	\$1,356,891
Net Operating Surplus/-Deficit	\$149,080
Asset Acquisitions	\$56,233

- (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	\$224,029
Official Account	\$7,476
Other Accounts	NDA
Total Funds Available	\$231,504

Financial Commitments	Actual
Operating Reserve	\$31,225
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$23,619
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$20,000
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	\$84,844

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.