

# 2020 Annual Report to The School Community



School Name: Ardmona Primary School (1563)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 23 March 2021 at 10:37 AM by Jean Varty (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 25 March 2021 at 08:58 AM by Nikia Snow (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### 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)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. 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.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with 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

Ardmona Primary School's vision is to cater for the academic, social and emotional growth of each student to achieve personal goals as learners, preparing them for future successes. Our purpose and mission to improve individual student learning outcomes for every student through the provision of excellence in teaching instruction and practice of all staff through a comprehensive curriculum.

Ardmona Primary School set in a rural setting the school is situated in the settlement of Ardmona 5 kilometers from the local township of Mooroopna surrounded by small farms and orchards. Its picturesque setting has extensive grounds area that provide vast play areas with a large rear oval, play and smaller oval for sports practice, basketball netball courts and a large under cover play area and play equipment. With recent internal and external upgrades, the historically heritage listed weather board building established in 1854 blooms with color a display of its state-of-the-art architecturally designed internal learning spaces and facilities. A prominent internal feature of the building is a large fully functional 'Kids Kitchen' with work benches and cooking facilities as a flexible learning space, multi-functional assembly and Music room providing students experiences in practical hands on learning. In addition, a senior classroom, administration areas along with staff planning and parent meeting rooms incorporating resourceful technology, links to world-wide web via Web Ex and similar platforms. Exterior to the main building is a modern modular building a home to the early years students functional with built in individual learning work hub spaces, a lightly lit withdrawal room that brings the outside in for individualized and small group instruction and a nurture room set up as subsidiary area purposeful in supporting students in target enrichment programs such as cooperative learning and growth mind set activities. These areas are enhanced with shade sail areas for under cover play and gatherings, kitchen garden space including a chicken coop and shedding. The school's gardens are well established within the grounds with historical artifacts present such as the Ardmona Community World War 1 cenotaph which supports revelries linked to local history and its veterans.

At the conclusion of 2020 17 students from F- 6 were enrolled many from diverse family backgrounds Aboriginal, Indian, Chinese and Spanish. Significant to the student population is the increase in its enrollments identified at the conclusion of the year at 28. Students enrolled at the school travel from within and outer zone areas by private transport and are from the local area of Ardmona, the wider communities of Kialla, Shepparton, Mooroopna and outer areas of Tatura. The school is recognized by key stakeholders including its parents and school council as an inclusive school providing comprehensive curriculum, additional learning support due to its high staff to student ratio and individualized programs for its students.

Over the reporting period classes operated in multi-aged groups F-3 and 4-6 supported by 2 full time teachers including Teaching Principal, a 0.4 class teacher, 1.0 Education support Koori educator and 0.3 secretary. All teaching staff are trained and are relentless in their commitment in implementing and leading Literacy and Numeracy programs with pedagogy encompassing a whole, small whole approach to student centered learning. The schools guiding principles of be safe, be respectful and be a learner are reinforced in the schools Berry street model of practice which is interconnected in instruction across the school in enhancing student learning and mindfulness.

The school has a dynamic team with teachers in leading roles identified in Literacy and Numeracy providing stability and the structure for supporting a collaborative approach to building professional learning communities within the school. Curriculum planning is extensive with teachers planning in conjunction as a team so to deliver a balance and focus on individual student goals. The team represents a balance of experienced and new teachers into the school along with the school's education support staff. Along with priority areas in literacy and numeracy all students are provided with additional learning experiences in the specialist areas of virtual Italian, Music, Sport along with additional mobile and Art and Library visitations weekly.

### Framework for Improving Student Outcomes (FISO)

In 2020, the FISO improvement initiatives included building practice excellence, curriculum planning and assessment, building leadership teams, positive climate for learning, empowering students and building school pride, setting expectations and promoting inclusion, and building communities. Key improvement strategies focused around our

school goal: To improve student learning outcomes in literacy and numeracy. Building the professional capabilities and capacity of our teachers in order to provide a safe and stimulating and engaging learning environment was a focus in 2020 with a strong emphasis on remote learning and improving work stamina at home and school. To support improvement in student learning with a focus on writing the school engaged with department specialists with online platforms off communication and learning forums. This focus facilitated authentic professional learning teams and building of reflective learning communities.

**Achievement**

A strong focus was building the capacity of staff in literacy and numeracy practices through online learning platforms owing to the impact of COVID-19. Professionally teams incorporating education support staff worked collectively on the tracking of data, setting targets for individual student learning both at home and school, adjusting curriculum delivery during remote and progressively analyzing student achievements. Actions to support achievement of the key improvement strategies included updating of individual education plans and ongoing assessments using ‘Essential assessment’ program.

Staff at the commencement of the year commenced classroom observations and model practices at Mooroopna Primary School with their attendance on line with regional professional learning sessions with a focus on pedagogy and student engagement in learning during the remote learning. Discussions with learning specialists where enhanced and common daily meetings included professional conversations as collective responsibility for improving student learning and program support. Some of the professional development plans where modified with a key focus on briefings offered via regional specialist support in supporting student learning at home and return to school actions. This incorporated more opportunities for professional learning communities with staff engaging in professional conversations on line and building of networks as staff with a focus on pedagogy.

**Engagement**

The combined team efforts, collective efficacy and personal obligation of the Ardmona staff towards supporting each child in educational achievements, and engagement witnessed for many students particularly in the early years of schooling limitations yet for others enhanced thus a varied learning growth and consequently student engagement. Encouraging was the influence of remote learning in the witness of positive student attitudes towards school upon their return to face to face teaching. This was identified through student voice eagerness to return, feedback on attitudes towards school surveys including the schools instigated senior years presented survey midyear indicating preference to be face to face at school., This aligned with the strengthening further of the school’s stronger family and community partnerships revealing the school and its importance as a central learning and wider community hub.

Students with absenteeism including returning to school during the year was driven by parent choice and in response to cultural beliefs and COVID-19 impact. The school over the period built upon its consistent online contact via uEducate us and telephone calls to family’s subject to high absenteeism maintained by class teachers and Koori education support staff. Additional support was provided to students with home visitations with the delivery of devices and setting up of a checking in point at the school for collection of student work and learning packages. Ongoing connections with students and families took place via Web Ex meetings and teleconferences so to provide necessary support for students to return to school and continues to b ongoing with this as a precend during the ear as a communication platform.

**Wellbeing**

Underpinning the FISO area in health and well-being was the incorporation of the Berry street model of practice. The consistency of practice incorporating the use of the model across the school with common language and approaches to supporting students were set in in weekly program planning. All daily sessions with timetables succinct to include brain and movement breaks. Our school’s further modification of daily timetables during the year included adjustments in supporting remote learning was clearly communicated to students and families via on line communications uEducate us in a timely manner. Uniformity of timetables set in daily lesson program schedules were well planned with

communications to students timed and constant in addition with enhanced contact with families upheld. Over the report period a growth in confidence both students and families with growing competence in their online communications is evidenced, technology being a predominant platform steered by the direct nature of contact with the staff. Our work in home school communications is a commitment of the school and its dedicated staff in supporting student health and well-being in school and at home. Commitment and efficiency of response of the staff to respond to all parent and student concerns and needs in a timely manner advanced during the reporting period.

In addition, external supports were sourced and provided via the Lighthouse program for home support during remote and upon return to face to face learning these supports continued. In supporting transition back into school, with the school providing information and updates on the school's website, Facebook page, weekly news and via uEducate us. Staff attended on line platforms in professional learning in Berry street. On line communication forums linked to transitions with local kindergartens and the Greater Shepparton Secondary College transition staff in delivery of planned days for students accommodated additional days and support aligned with individual educational and student well-being needs. These were successful in building confidence and well-being along students with positive attitude. Staff as a team also developed an online communication forum with all students during remote with a variety of celebrations such as celebrations of significant events, 'Footy dress up day' on line. The team continue to maintain commitment to school wide positive behaviour and its trajectory of positive self and Berry Street models of practice whilst at school in learning and life. Linked to rigor and routines set in daily timetables is the witness of students improved understanding of expectations in learning and sense of personal self. During semester 2 steps were undertaken with the introduction of character strength charts and ready to learn charts in classrooms. Students now are emergent in their ability in distinguishing their stand towards learning as they transition daily in lessons. Weekly endorsement in student leaders and voice 'Ardmona student awards' and leading roles for instance weekly assemblies, 'Welcome to the country' are proudly celebrated and endorsed by all key stakeholders of the school.

### **Financial performance and position**

The annual result was a surplus due to careful monitoring of the Student Resource Package. Whilst staffing profile changed at the conclusion of term 1 with the change of schools of education support staff salaries and staffing appointments were managed effectively. Over the year funding was allocated to programs in supporting differentiated needs of students of our school. For example additional teaching staff for learning assistance. A significant amount of funding was used in supporting resource purchases, additional technology equipment including laptops and remote devices and accessories, reading and literacy resources, technology platform subscriptions and books. The surplus allowed for additional professional learning opportunities for staff aligned with the schools strategic and annual implementation plan linked to literacy and student well being models of practice. The School Council will continue to oversee the strategic implementation of projects in 2021 with endorsement of architectural plans with the Victorian Schools Building Authority for a capital works project plan to be developed in 2021.

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

**<http://www.ardmonaps.vic.gov.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 24 students were enrolled at this school in 2020, 11 female and 13 male.

NDP percent of students had English as an additional language and 18 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.

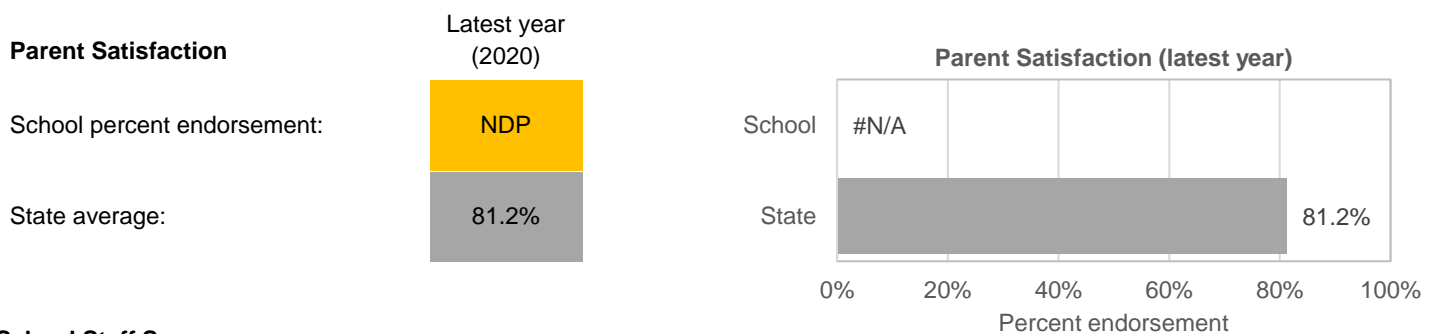
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

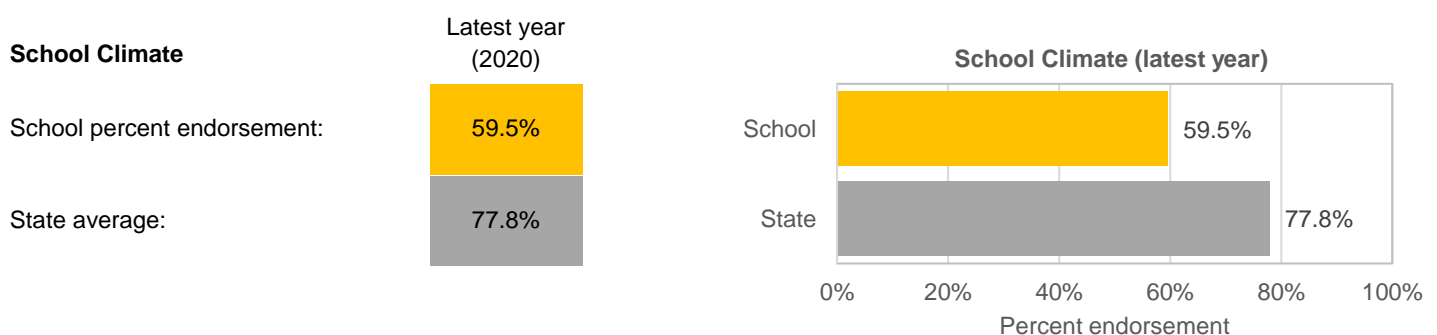


### School Staff Survey

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:

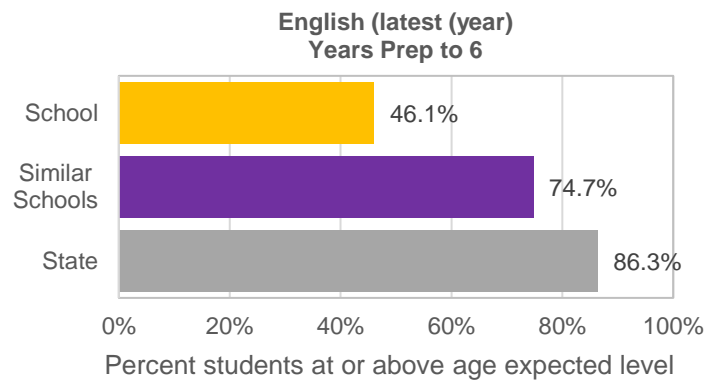
46.1%

Similar Schools average:

74.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

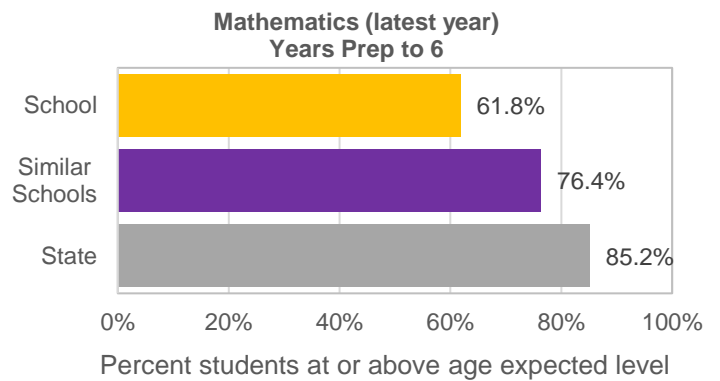
61.8%

Similar Schools average:

76.4%

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

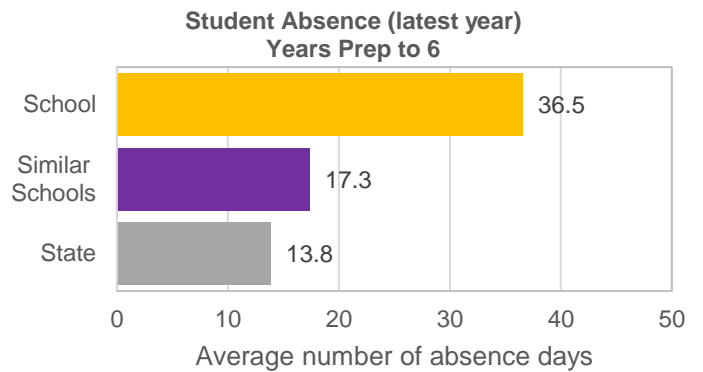
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	36.5	27.7
Similar Schools average:	17.3	18.5
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):	89%	NDP	NDP	79%	NDP	84%	77%

## WELLBEING

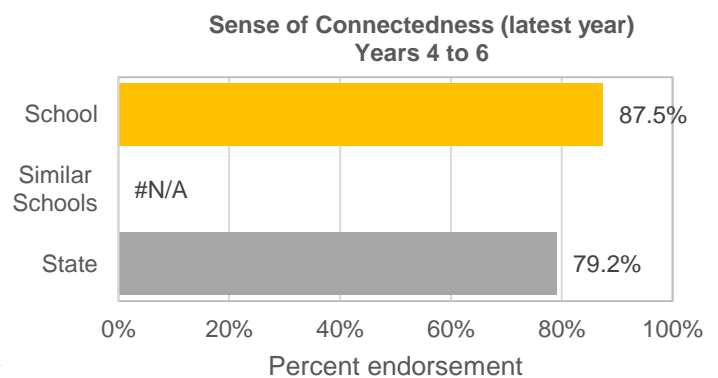
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	87.5%	80.5%
Similar Schools average:	NDP	81.8%
State average:	79.2%	81.0%



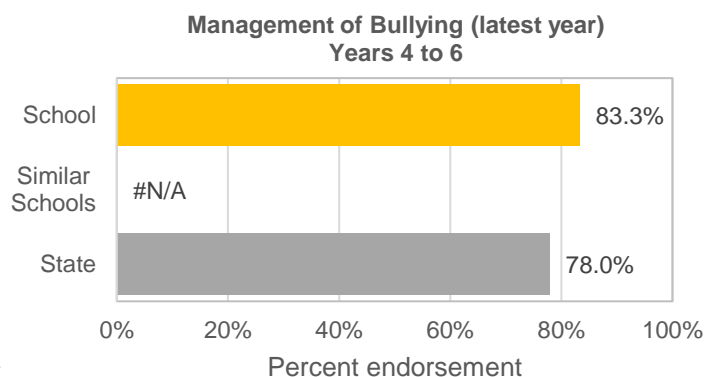
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	83.3%	77.5%
Similar Schools average:	NDP	81.5%
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	\$522,049
Government Provided DET Grants	\$138,158
Government Grants Commonwealth	\$11,876
Government Grants State	NDA
Revenue Other	\$1,768
Locally Raised Funds	\$1,985
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$675,837</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,923
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$63,923</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$417,621
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$6,559
Communication Costs	\$3,285
Consumables	\$26,454
Miscellaneous Expense <sup>3</sup>	\$7,637
Professional Development	\$3,035
Equipment/Maintenance/Hire	\$25,885
Property Services	\$44,327
Salaries & Allowances <sup>4</sup>	\$10,807
Support Services	NDA
Trading & Fundraising	\$778
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$9,479
<b>Total Operating Expenditure</b>	<b>\$555,867</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$119,970</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$46,377
Official Account	\$5,664
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$52,041</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$18,557
Other Recurrent Expenditure	\$6,220
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$15,484
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$58,260</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*