

2022 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).
- 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 16 March 2023 at 04:25 AM by Jean Varty (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 17 March 2023 at 02:25 PM by Nikia Snow (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

Ardmona Primary School originally named Mooroopna District when opened in 1875, and renamed Ardmona in 1890 is a tranquil government school located in the small township of Ardmona 2.6 kilometres from Mooroopna and nestled around local orchards, 194 km from Melbourne. The school provides a safe and nurturing environment that prepares students to thrive in a changing world by developing their social, emotional and academic capabilities and skills. Our focus is working with students to develop the necessary skills to become self-motivated, reflective learners, who have the ability to take responsibility for and monitor their own learning. Learning is seen as a lifelong process, and is valued and celebrated by parents, staff, students and the wider community.

VALUES: As a community of learners, we value above all else:

SAFE: In words and actions working positively together for the benefit of everyone.

RESPECT: For each other and property.

LEARNING: Striving to do our best and celebrating success.

With its small student enrolment of 30 students in 2022 the composition of our families reflects the diversity of the socio-economic profile of our local community including indigenous. The school is exceptionally resourced with a 'Kids kitchen' including work benches and abundance of cooking facilities, a dining multipurpose performing arts room, sporting facilities, basketball court covered by shade sails, sensory garden spaces including outdoor musical and play instruments, outdoor learning spaces aesthetically appealing with cultural and environmental murals and outdoor workspace tables situated on the schools vast decking area. Classes are well set up with interactive systems for online learning accommodated with large screens, laptops and iPads the school's technology equipment supporting student learning and programs and instruction. Underpinning the school's model of practice is the Berry Street Education Model validating our school's commitment to its students with a work culture of unconditional positive regard and focus on each individual child.

Within its context Ardmona Primary School has a high ratio of staff including 3 full time classroom teachers including a teaching Principal in 2022. Additional staff members include a Student well-being teacher, Learning Tutor and Education support staff members, along with further classroom support and administration staff. The school also has weekly access to visiting Arts and Library teachers with lessons implemented in specialist areas and visiting professionals in accommodating additional student program supports resourced from North-Eastern Victoria Region specialists.

Ardmona Primary School in 2022 was established as an Outside of School Hours Care (OSHC) service provider supplementing additional care and pastoral care. Parent endorsement of the school is of high satisfaction reflected in 2022 during the schools review affirmation of the schools partnership and successes with parents and wider community as a community hub with parent driven initiatives including artists in schools projects and murals, cultural events and ceremonies.

The schools rural and relaxed atmosphere with smaller student numbers has broad links with wider community services inclusive of Kiwanis, Mooroopna Lions Club, Returned Services league, local sporting groups Mooroopna and Undera Football Clubs, Mooroopna Community and Education Center and Rumbalara. All-encompassing is the schools relaxed and friendly learning environment with committed staff which contributes to the school's ability to support students in all class levels with individual instructional programs. This provides for levels of learning extension from their point of need building on learning success. This reflected in the schools above the state average positive learning climate data percentage.

Progress towards strategic goals, student outcomes and student engagement

Learning

Ardmona Primary Schools work philosophy and culture is collaborative with solid curriculum plans in place and adhered to driving a consistency of teaching practices in classes. Our focus with ongoing assessment is heavily linked to individual student goal setting which is powerful in the delivery of curriculum programs with a strong focus on literacy and numeracy. Our ongoing commitment and work on assessment and data, along with curriculum planning and reflective professional learning communities working intensively with regional leaders has been a driver and a critical part of our ongoing success and our improvement agenda in maintaining enrichment and effective teaching and learning programs across the school.

Imperative to the ongoing success in student learning has been staff competencies in the delivery of curriculum in literacy and numeracy during the year with relative growth in individual student learning outcomes informed by formative and summative assessments. This has been evidenced strongly in English.

Staff utilised programs and online resources to support teaching including 'Science of language and Reading literacy research' supported by Latrobe University, resourced Decodable texts for instruction in reading, Hutchinson SMART spelling program and numeracy fluency assessment supporting individual student learning goals and targets. Additional support tailoring individual student learning targets was successfully driven by the Tutor Learning Initiative and 1-1 delivery of curriculum with the instructional model gradual release 'I do', 'You do' 'We do'- (Whole, small, whole) in practice.

High growth in NAPLAN results endorsed in numeracy in year 5 was evidenced. Professional learning communities survey summary report for the school reflects staff valuing participation in professional learning communities and inquiry cycles as a platform building pedagogy.

Wellbeing

Ardmona Primary Schools approach to our work incorporates the 'Berry Street Education Model of practice aligned with School Wide Positive Behaviour Support (SWPBS). Our values of Safe, Respectful, Responsible Learners draw vital links with student aspirations and voice projects, with programs correlated with individual learning goals. The schools student well-being achievements are linked over the reporting period to its unique rural atmosphere, smaller student numbers and interventions driven by its supportive staff including the schools Koori educator in learning support and nurture. These smaller teacher student ratios at all levels have contributed to a relaxed supportive and inclusive learning environment with endorsement of each child's success. In 2022, students enrolled had above state average sense of connectedness with a positive attitude towards school also reflected in student voice and agency.

Work over the period has included the role of a new student wellbeing teacher employed in Semester 2, building on social and emotional literacy and linked to the Respectful Relationships and life skills programs - 'Kids Kitchen', 'Life skills Go'. Partnerships with expert staff were also built, steered by the schools Koori education support officer and the leadership team in creating an 'Active Schools community'. Extensive focus has a positive endorsement of success in building student work stamina through enrichment activities in sports. In the delivery of the programs priority projects were funded by additional grants with resurfacing of outdoor play and games spaces. Facilitation of face partnerships with expert support services staff incorporated the schools review and developing quality curriculum plans, plans for outdoor learning space design and linking student interests and voice to the purchase of additional equipment such as bicycles for program delivery. As a school Ardmona values physical activity and continues to commit to this initiative with endorsement over the year of growth in skills, confidence and motivation of all students.

The school prioritised this partnership in 2022 alongside the links with 'ASHE' through its connections and strong partnerships with local aboriginal community and sporting groups. We continue with this work as we move forward into 2023.

Engagement

Impacted by the floods during the year, the school's attendance data fluctuated with a focus on remote teaching and learning. Absenteeism was informed by parents and careers online and through direct communication, informal and formal, providing opportunity for staff to set and continue to provide for learning programs remotely supporting individual students.

Heightened by the natural disaster and reflective of COVID in the previous year, our work over the period continued to focus on improved student learning outcomes and to develop our whole school Berry Street Model approach to activate student work stamina in learning, voice and agency. A key target was the induction of new staff members in their development of professional capabilities in supporting student engagement and providing professional learning in Berry Street Education Model.

As a professional community the schools Respectful Relationships curriculum plan was updated with a strong focus on creating a supportive trauma informed positive education classroom and learning environments and bolstering student teacher relationships instilling strength practices across the school. Included was active involvement of Junior school Council leading fundraisers and initiating events. Grants were obtained in supporting student engagement through the children's charity 'Variety Club of Victoria', supporting students into recovery so to attain their full potential in schooling.

The school maintains its focus on personalised learning, building work stamina and individual student learning goals aligned with student voice and aspirations and applauds its success in these areas.

Other highlights from the school year

Highlights of the year include the following:

- Student participation in positive schools funded camps and excursions
- Active Schools sports programs
- ASHE fest
- Cultural inclusion performing arts smoking ceremony
- NAIDOC week
- Productions
- Swimming and regional sports days
- The school's awards evening acknowledging student success.

Heavily linked to the success of the school during the year was the engagement of local community members and groups including Kiwanis, Lions Club and Lighthouse supporting families and students and the Active Schools partnerships.

Financial performance

The annual result was in surplus due to careful monitoring and planning for targeted expenditure aligned with the student resource package. Grants were obtained in the area of 'Outside hours school care' OHSC, Active schools Sports Grants, capital works upgrades including the upgrade of netball courts, outdoor play areas with shade sails and purchase of learning resources such as bicycles, all intensely linked to curriculum delivery. Major grants were obtained in capital works for the building of a new toilet block with pre-meetings undertaken. This work is yet to be commenced with a start up date April 2023. Equity funding provided for additional technology equipment and student resources updating programs and books.

For more detailed information regarding our school please visit our website at
<https://www.ardmonaps.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 30 students were enrolled at this school in 2022, 11 female and 19 male.

0 percent of students had English as an additional language and 35 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).

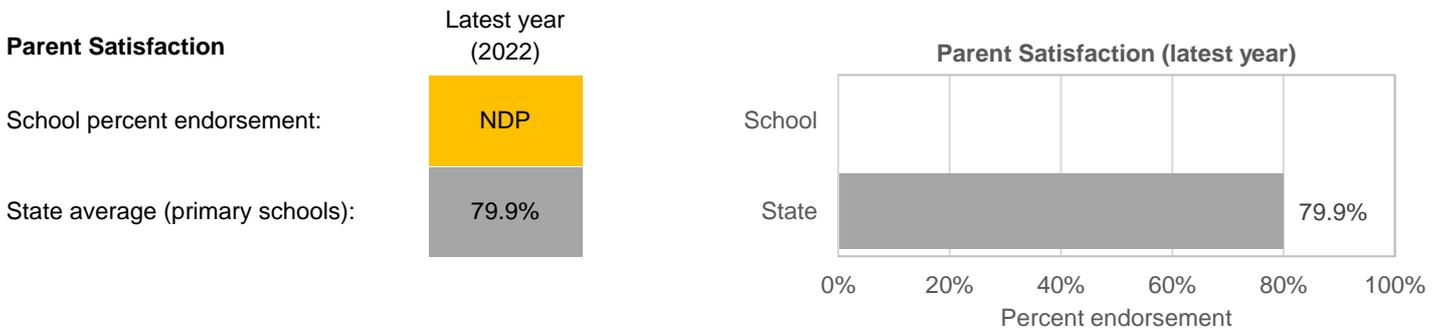
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

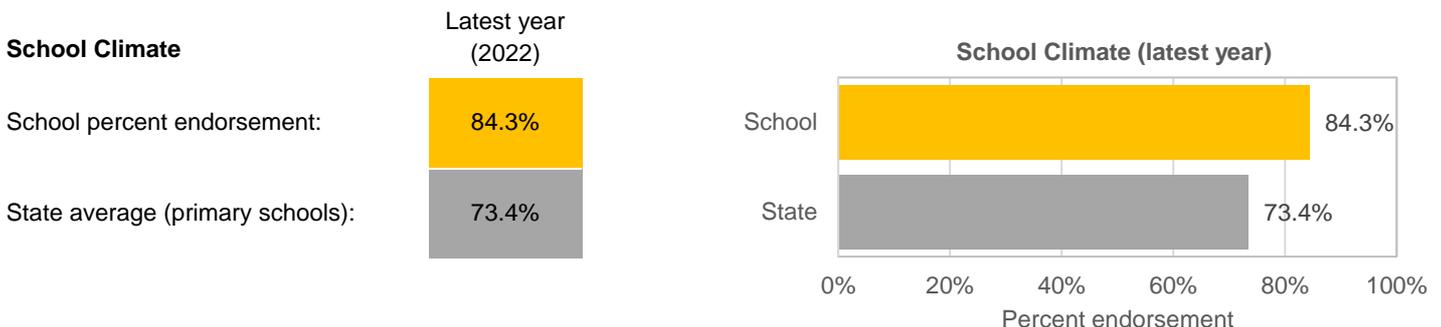


School Staff Survey

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.



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:

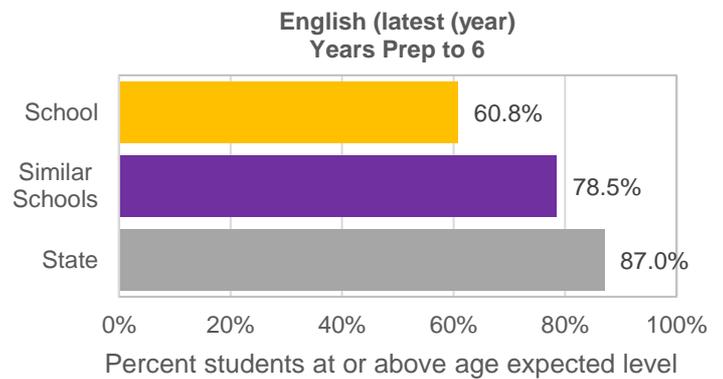
60.8%

Similar Schools average:

78.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

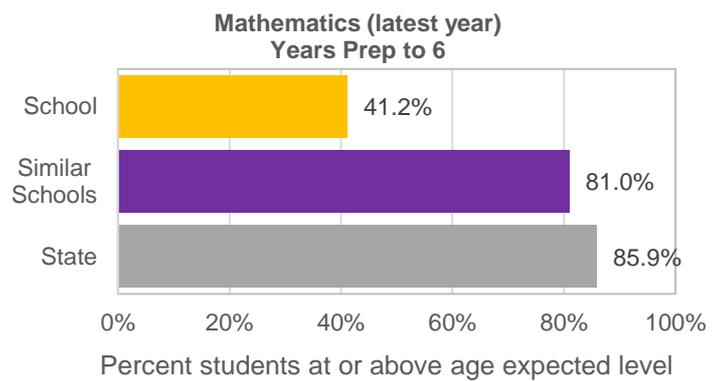
41.2%

Similar Schools average:

81.0%

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.

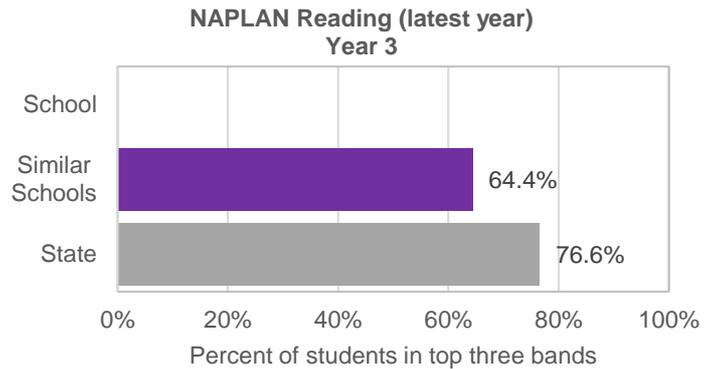
NAPLAN

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.

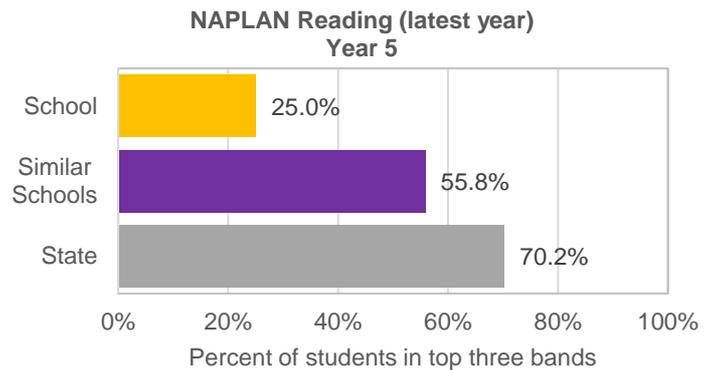
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	64.4%	59.7%
State average:	76.6%	76.6%



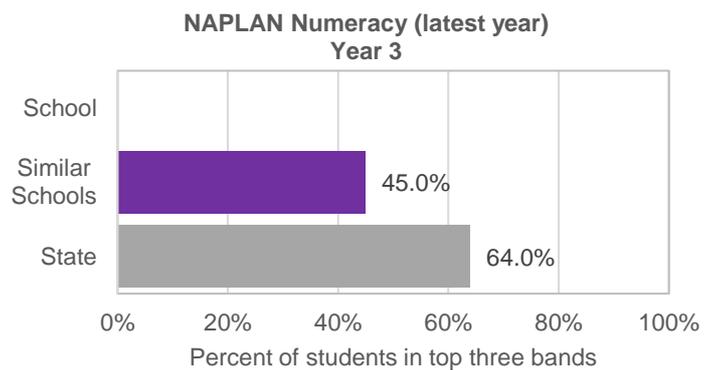
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	14.3%
Similar Schools average:	55.8%	56.4%
State average:	70.2%	69.5%



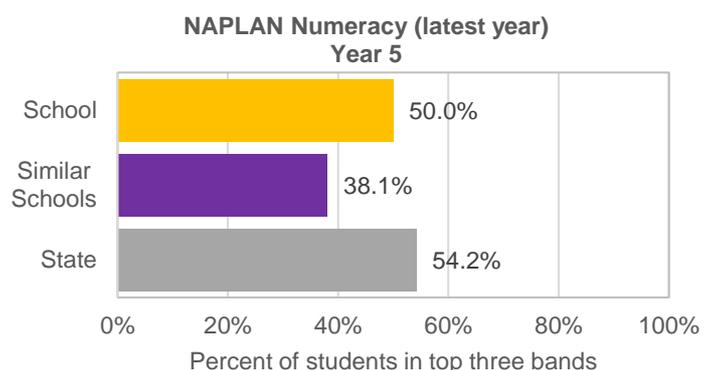
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	28.6%
Similar Schools average:	45.0%	50.2%
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%	42.9%
Similar Schools average:	38.1%	43.1%
State average:	54.2%	58.8%



WELLBEING

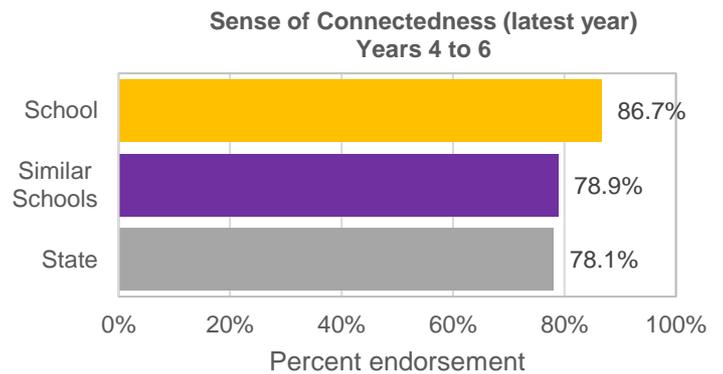
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.7%	93.0%
Similar Schools average:	78.9%	82.0%
State average:	78.1%	79.5%

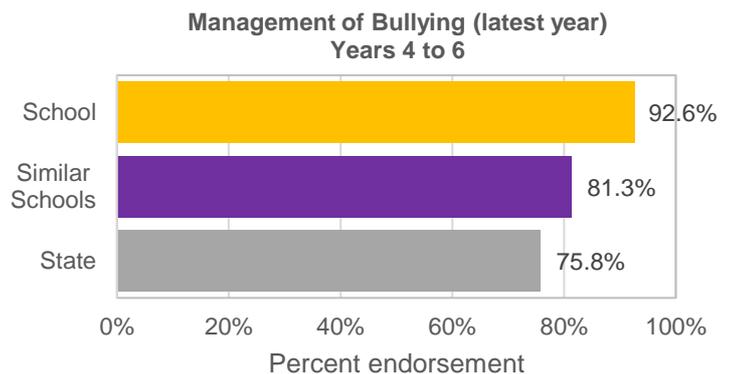


Student Attitudes to School – Management of Bullying

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:	92.6%	88.4%
Similar Schools average:	81.3%	83.7%
State average:	75.8%	78.3%



ENGAGEMENT

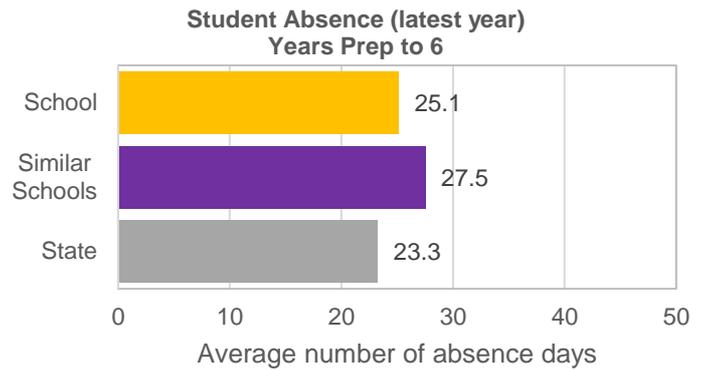
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.1	30.1
Similar Schools average:	27.5	19.2
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%	92%	83%	NDP	85%	85%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$777,405
Government Provided DET Grants	\$195,360
Government Grants Commonwealth	\$78,600
Government Grants State	\$0
Revenue Other	\$8,338
Locally Raised Funds	\$4,870
Capital Grants	\$0
Total Operating Revenue	\$1,064,573

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,058
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,058

Expenditure	Actual
Student Resource Package ²	\$631,991
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$15,292
Communication Costs	\$4,612
Consumables	\$30,435
Miscellaneous Expense ³	\$12,763
Professional Development	\$13,785
Equipment/Maintenance/Hire	\$19,277
Property Services	\$49,789
Salaries & Allowances ⁴	\$40,602
Support Services	\$0
Trading & Fundraising	\$24,518
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,113
Total Operating Expenditure	\$852,180
Net Operating Surplus/-Deficit	\$212,393
Asset Acquisitions	\$60,804

- (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	\$47,059
Official Account	\$6,840
Other Accounts	\$0
Total Funds Available	\$53,899

Financial Commitments	Actual
Operating Reserve	\$32,263
Other Recurrent Expenditure	\$5,317
Provision Accounts	\$0
Funds Received in Advance	\$26,946
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$64,526

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.