

2021 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 2021 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 17 March 2022 at 02:03 PM by Jean Varty (Principal)

- This 2021 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 21 March 2022 at 09:57 AM by Leslie Cowan (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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'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. Underpinning our Model of Practice is the Berry Street Education Model (BSEM) are our values:

- Be Safe – We obey the rules.
- Be Respectful - We show care for yourself and each other.
- Be a Learner - We set goals; strive, achieve, be resilient.

The Berry Street Education Model (BSEM) incorporates 5 domains: Body, Stamina, Relationship, Engagement and Character. This model drives our actions with all students starting the day with circle time a great way to check in and out, frame expectations for the day or session and nurture meaningful relationships within the school community being the 'core' of who we are.

Ardmona Primary School is situated in the township of Ardmona 5km on the outskirts of Mooroopna in Northern Victoria. Surrounded by local farms and orchards the school grounds incorporates a vast area with a large shade undercover play area, netball and resurfaced basketball courts upgraded during the year, Mod 5 class areas inclusive of individual student break out areas and work hubs and a Nurture room that supports student transitions into school. The original building is equipped with a staff room, teachers planning and student interactive on-line learning area with links to world wide web, multi-purpose music and assembly room, additional classroom and modern fully equipped 'Kids kitchen'. Buildings have been refurbished and at the end of 2021 work was completed with a capital works upgrade supporting a modern outdoor learning space with a main side entry fully decked for learning and an accessible lawn and sand play area. The school supports Sun-smart policies with external areas covered by shade sails and provides access to comfortable seating and work benches for student interactions and learning. The schools vast gardens are well established within the grounds with historical artifacts present such as the Ardmona Community World War 1 cenotaph which supports revelries to the local history of the community and its veterans.

The schools workforce composition over the year of 9 staff was made up of 1 teaching Principal class, Teacher class (2 classroom Teachers and Learning Specialist Tutor 0.2), 1 ESS Teaching Support staff including Koori support, 1 IT Support staff 0.1 (DET employee), and volunteer DET retired staff member 0.2., Secretary 0.3 and Art and Library and Italian specialists each 0.1 weekly. The team representing a balance of experienced and new staff into the school to support individual learning pathways.

In 2021 student enrollment was 28. Composition of classes F-3 and 4-6 in 2021. The families of our students reflect the diversity of the socio-economic profile of our local community with a third of students of indigenous backgrounds. Our school values underpin the work, relationships and directions of our school and they reflect our aspirations for our students. Through close working relationship between the school and its families and wider community members the school continues to build social, physical, emotional and academic outcomes for every student.

Framework for Improving Student Outcomes (FISO)

In 2021 our work Intent over the report period continued to focus on improved individual student learning outcomes for every student with a priority focus on literacy and numeracy and FISO priorities to further build practice excellence of all teachers and high impact teaching in these areas. This aligned with the development of whole-school Berry Street Education Model approaches to activate student work stamina in learning, voice, and agency and to enhance student well-being with a focus on positive relationships, student resilience, and individual worth. Over a period that which was heavily impacted by COVID-19 this was partially achieved through the implementation of active teaching practices to support student learning face to face and remote.

Key improvement strategies targeted a strong focus on building teacher knowledge and practices through professional learning communities. Insight and work was in staff development of professional capabilities that were focused in enhancing student engagement and the delivery of on line learning sessions for students at their point of need.

Professional learning for staff was aligned with available online WebEx opportunities that were strongly linked to those offered by the Goulburn North Eastern Regional personal, Bastow professionals and teaching and learning specialists. Focus was maintained in the area of Data literacy and assessment strategies. From this the schools assessment schedule was updated and plans for student achievement linked to individual targets and needs. These

planned sessions provided occasion for staff to connect with and build professional dialogue with colleagues whilst building teacher knowledge and skills in planning for differentiation for student learning and putting faces on student learning data including the work by the tutor learning support staff. The focus on building student work stamina at home and during school learning facilitated authentic professional learning teams and communities over the year.

Achievement

Students responded well to remote and flexible learning with competencies and advance in the middle years of school with students able to self reflect and build online communications with their teacher. This was evidenced with logging into online sessions and their confidence in the use of technology in learning. We plan to incorporate more advanced teaching of computer based learning opportunities incorporating keyboard skills in the early years of schooling into our curriculum delivery over the next year in supporting student learning growth.

Staff were able to build practice and skills in the delivery of remote and flexible learning with increase in the use of systems and working collegiality reflecting on practices and learning success of students in sessions. Work was maintained and continues in the implementation programs inclusive of the Science of language and reading SOLAR literacy project supported by Latrobe University and building teacher expertise in the implementation of curriculum and assessment. Trained staff were able to utilise resources and support colleagues in their setting of goals for students and developed their understanding on delivery of curriculum knowledge that honed in on specific student learning needs.

Staff utilised available programs and online learning resources to support tracking of student learning and assessment with the schools assessment schedule updated.

Connections with teachers were enhanced with on line whole school student meetings with opportunity for student voice and feedback on their work and well-being.

Engagement

Our Engagement Highlights

Staff:

Over the 2021 period of remote and face to face learning through combined efforts the staff maintained contact with families by

Using technology to engage and inform parents in their students' learning and providing Via u-Educate-us

Reflecting on remote learning experiences, using tracking of student attendance and daily check in data

Communicating via telephone calls daily to families offering support in learning and well-being and determining the positive elements that could be retained to enhance student engagement and parent engagement. We aim to strengthen this focus over the period ahead with enriched support including on line conferences and meetings.

Additional time spent with delivery of devices for remote learning and communication with families in setting up of systems.

Parents and carers

Increased engagement and involvement as partners in their child's learning was demonstrated through the following achievements.

Students on line entry of work completed that demonstrating their learning growth

Contact via telephone and on line targeting support for student learning at home and school.

Supporting transitions in and out and return to school.

Teachers

Created video recordings of explicit teaching lessons in the middle years of schooling.

Communicated daily with students on line via web

Communicated with parents and carers on a regular basis and maintained records of these communications

Provided a schedule of times and opportunities for communications and meetings on line with the involvement of parents and carers as partners in learning

Presented evidence of impact information related to parent and carer engagement and student connectedness aligned

with learning outcomes, work stamina and attendance at team meetings.
PLC reflected on data results in learning on line and remote and attending to putting faces on data supporting the developing of up to date individual student education plans

Leaders:

Reflected on remote learning experiences and successes strengthening stronger community and family partnerships through telephone calls.

Reflected on the analysis of learning data and learning targets linked to IEPS with parents and students via student led conferences.

Induction of additional teaching and learning support staff - Tutor and ESS

Implemented BSEM strategies to support student engagement - Ready to learn charts, check in and out systems in all classes and acted upon daily entries so to support students readiness to learn and work stamina.

Students

Returned to school with positive endorsement of connectedness to school survey data ATOSS

Reflected on learning goals and outcomes.

Wellbeing

Targeted teaching over the period has been a forefront in supporting students in building individual ownership of their learning goals so to help them develop a strong commitment to learning. The school maintains its focus on personalised learning objectives and success criteria. The school is ultimately committed to providing a calm, orderly and inclusive learning environment through the BSEM of practice fostering relationships with each student and providing additional support for each students transitions into daily programs. Endorsement of this is through the commitment of all staff and sustainable is the work of the schools additional education support staff including the schools Koori support staff. Extensive work in liaising with families has fostered in increase in communication with families in the area of attendance and communication of student absenteeism which are celebrated via the schools weekly newsletter. The learning areas and capabilities that are promoted throughout the school curriculum guide the development of student learning experiences, curriculum documentation, and effective assessment and reporting practices.

Our school values underpin the work, relationships and directions of our school and they reflect our aspirations for our students. We believe that a close working relationship between the school and its families ensures the best social, physical, emotional and academic outcomes for every student. The well-being of each student is enhanced through our School Wide Positive Behaviour Support Program and Respectful Relationships Initiatives driven by BSEM of practice with each staff member trained.

The school prioritised the development of strong partnerships across the school community through connections with Lighthouse, Kiwanis, parents and carers in supporting individual student learning needs necessary in support of student well-being. We continue this work as we move forward into 2022.

Finance performance and position

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 Music Education for additional instrumental resource purchase and training of staff in programs, Capital works for building upgrades including shade sails funding and outdoor learning spaces, physical education in upgrading grounds surfaces and netball courts, Stephanie Alexander Kitchen garden grant for upgrading outdoor garden work spaces in supporting delivery of curriculum and to build staff knowledge in delivery. Professional learning was undertaken over the period with a broad scope in the area of Literacy and curriculum planning and assessment. Technology programs were enhanced over the period through budget planning to support student learning both flexible and remote.

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 28 students were enrolled at this school in 2021, 13 female and 15 male.

NDP percent of students had English as an additional language and 32 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).

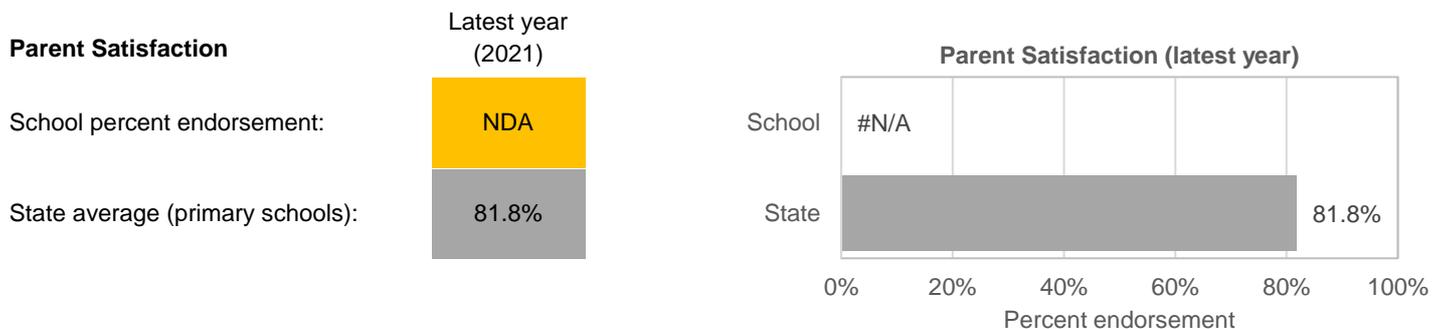
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

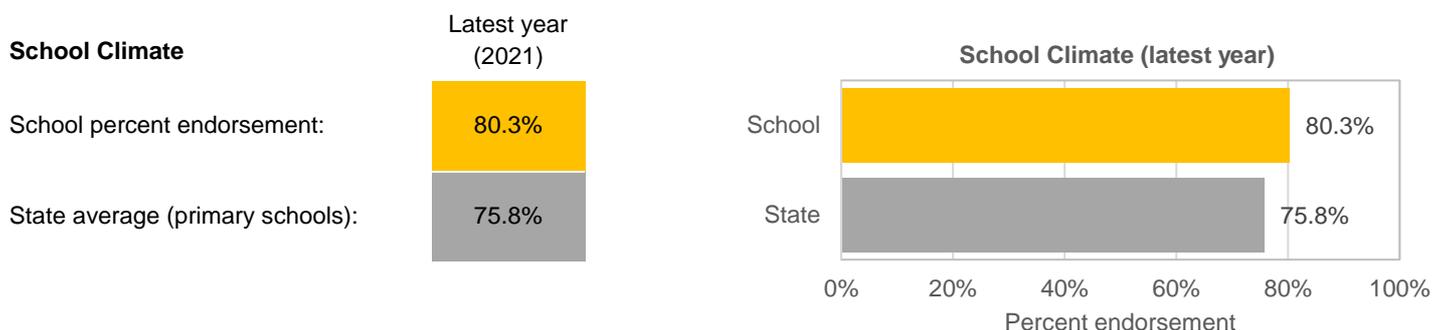


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

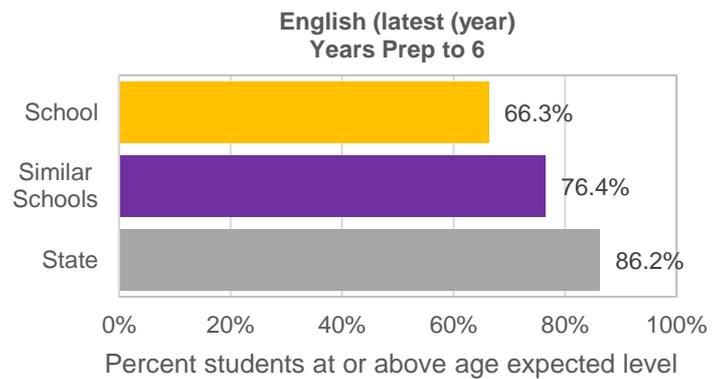
66.3%

Similar Schools average:

76.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

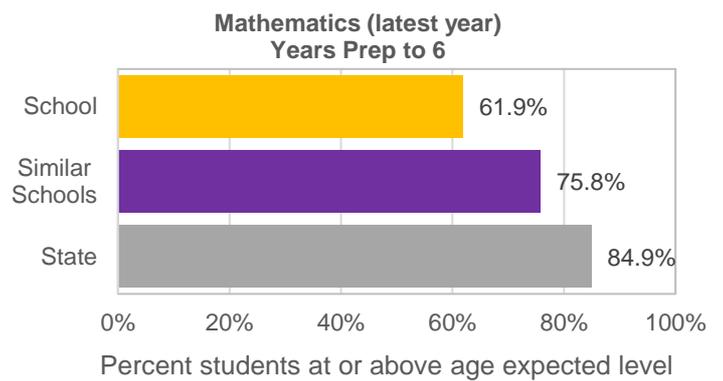
61.9%

Similar Schools average:

75.8%

State average:

84.9%



ACHIEVEMENT (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.

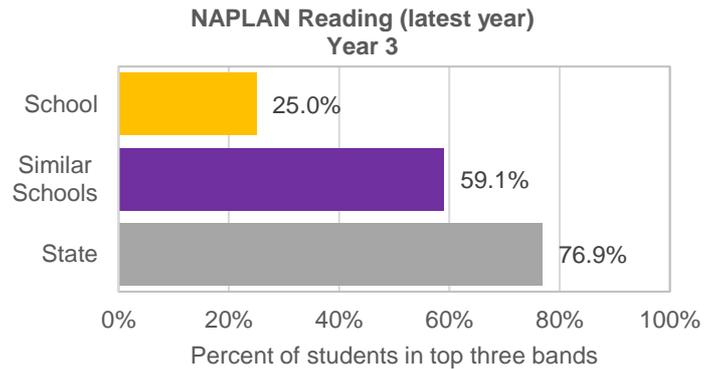
NAPLAN

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 2018, 2019 and 2021 data.

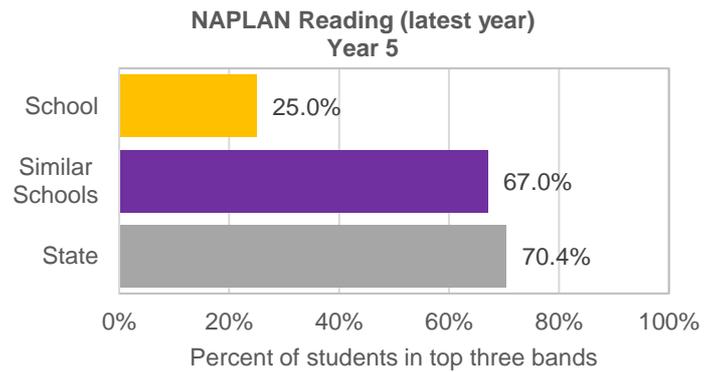
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	30.0%
Similar Schools average:	59.1%	60.9%
State average:	76.9%	76.5%



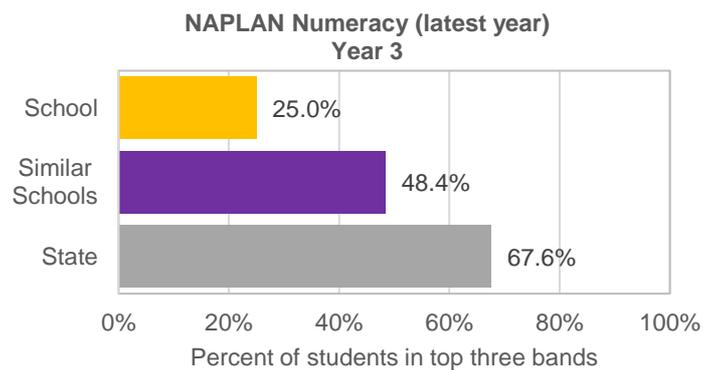
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	15.4%
Similar Schools average:	67.0%	53.2%
State average:	70.4%	67.7%



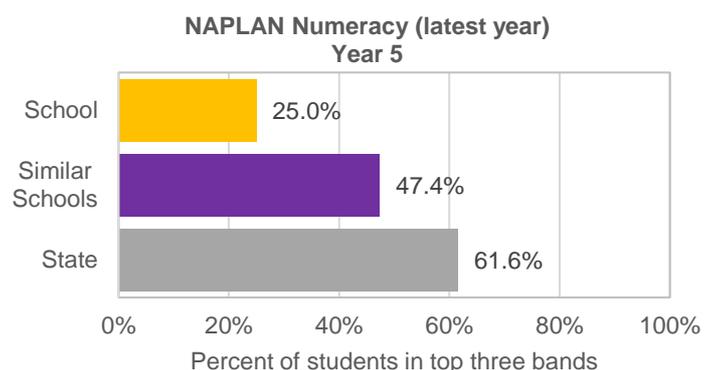
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	30.0%
Similar Schools average:	48.4%	56.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	30.8%
Similar Schools average:	47.4%	40.4%
State average:	61.6%	60.0%



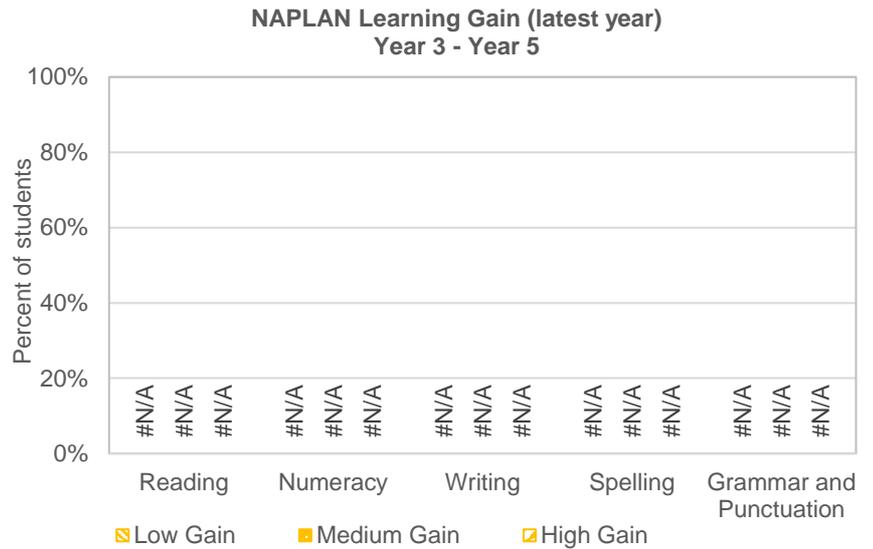
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	26%
Numeracy:	NDP	NDP	NDP	19%
Writing:	NDP	NDP	NDP	18%
Spelling:	NDP	NDP	NDP	22%
Grammar and Punctuation:	NDP	NDP	NDP	20%



ENGAGEMENT

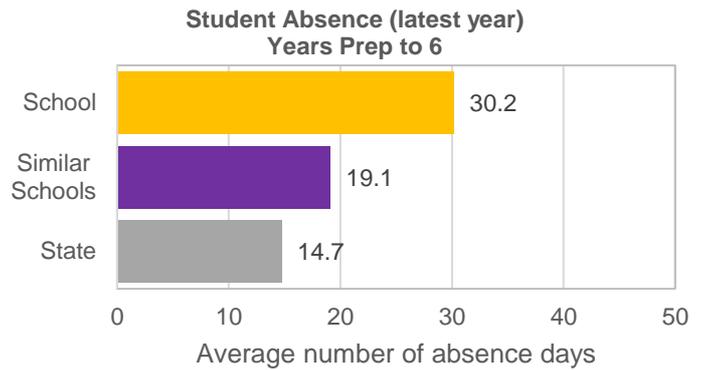
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	30.2	29.5
Similar Schools average:	19.1	18.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	81%	89%	NDP	86%	85%	95%	79%

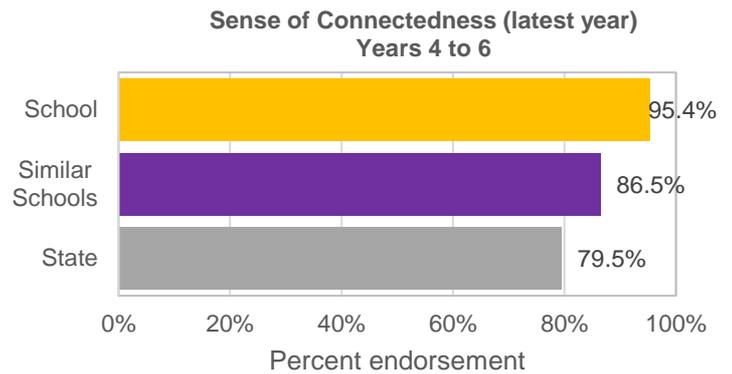
WELLBEING

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 (2021)	4-year average
School percent endorsement:	95.4%	90.6%
Similar Schools average:	86.5%	83.9%
State average:	79.5%	80.4%

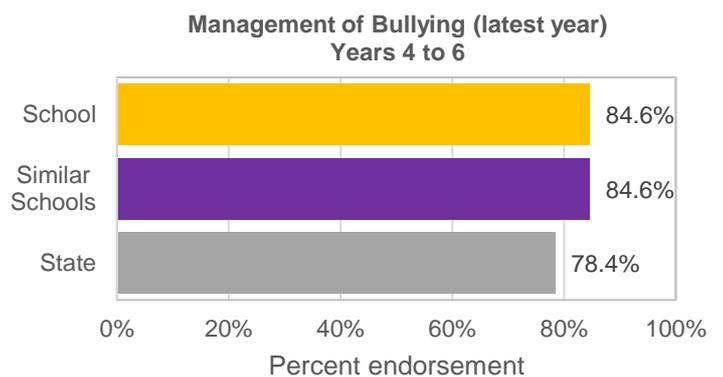


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.6%	82.3%
Similar Schools average:	84.6%	83.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$650,225
Government Provided DET Grants	\$181,252
Government Grants Commonwealth	\$5,300
Government Grants State	\$0
Revenue Other	\$3,577
Locally Raised Funds	\$9,530
Capital Grants	\$0
Total Operating Revenue	\$849,885

Equity ¹	Actual
Equity (Social Disadvantage)	\$56,003
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$56,003

Expenditure	Actual
Student Resource Package ²	\$512,184
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$9,373
Communication Costs	\$4,819
Consumables	\$31,276
Miscellaneous Expense ³	\$14,230
Professional Development	\$10,659
Equipment/Maintenance/Hire	\$18,453
Property Services	\$70,597
Salaries & Allowances ⁴	\$13,985
Support Services	\$3,519
Trading & Fundraising	\$5,895
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,310
Total Operating Expenditure	\$705,299
Net Operating Surplus/-Deficit	\$144,585
Asset Acquisitions	\$9,374

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$43,602
Official Account	\$4,477
Other Accounts	\$0
Total Funds Available	\$48,079

Financial Commitments	Actual
Operating Reserve	\$24,778
Other Recurrent Expenditure	\$4,764
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$7,000
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	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$46,541

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.