

2020 Annual Report to The School Community



School Name: Research Primary School (2959)



- 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 20 April 2021 at 05:50 PM by Patrick Walsh (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 08:36 AM by Michael Settle (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

Research Primary School is located in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. We have a rich history, established in 1889 during the gold mining days. We had a 2020 census enrolment of 142 students. Research Primary School has a strong community atmosphere with a range of great programs for students including Art, PE and Japanese, amongst others. Our extensive grounds and bush surroundings have many interesting areas for creative play and we have several formal games areas. A new \$5.7 million building project is to be completed early in 2021.

In 2020, we had the equivalent full time (EFT) 6.5 teaching staff, 2.2 EFT education support staff, an Assistant Principal (0.8) and a Principal. Our staff are hard-working and dedicated and we have a fantastic parent community who support us by participation in School Council, the Parents and Friends Community and many other events and activities around the school.

Non-attendance is generally not an issue at our school, however, family holidays are often the reason for students being absent from school. At Research Primary School we strongly believe that 'every minute counts'. Our school community has high expectations of themselves and others, and student engagement and well-being are paramount.

Our school values are Community, Confidence, Ambition and Respect.

Framework for Improving Student Outcomes (FISO)

After a successful School Review process in 2019, the school was ready to launch into a year of targeted Professional Learning that would build on our practice and start to embed this work. The FISO key improvement strategies that were to be a focus were:

1. Building Practice Excellence;
2. Curriculum Planning and Assessment; and
3. Empowering Students and Building School Pride.

At the beginning of 2020, the staff reviewed the 2020 AIP goals and set a clear vision for the year. This included setting protocols together 'Our Ways of Working at Research Primary School' and a commitment statement to ensure that all staff were clear about their purpose for the year.

To support our Building Practice Excellence goal, Research Primary School joined the Department of Education and Training's (DET) supported program 'Differentiated School Support Initiative' (DSSI). This initiative has provided regular professional learning for staff, and access to two DET funded learning specialists who have helped deepen our staff's knowledge of teaching reading and reading comprehension.

Despite that the challenges of Covid-19, the staff developed the Research Primary School Instructional Model, fine-tuned by using our Reading goals as a vehicle for this learning. The development of this consistent instructional model of teaching provides a focus on explicit teaching, differentiation, and consistent documentation of our curriculum.

Many of the other actions and professional learning plans were modified due to the restrictions placed on us because of remote and flexible learning. However, the incredible learning that our staff and students undertook in the area of digital technologies must be acknowledged. This was not a seamless transition, and much learning was undertaken in how to use online platforms for teaching and learning purposes.

Our teaching and learning programs, while required to be modified in 2020, had as many resources as possible provided for the effective implementation of our teaching and learning strategies and encourage our teams to develop and implement a common understanding of what constitutes highly effective literacy and numeracy teaching and

learning.

The school values were revisited in 2020 with strong student voice leading this. The student leadership team consulted broadly, seeking input from students, staff, parents and school council. The values of Community, Confidence, Ambition and Respect were eventually chosen to reflect the direction that the students and community believed were important for the future.

Research Primary School students are prepared academically, emotionally and socially for the transitions within our school and to secondary school.

Achievement

In 2020, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

With the support of DET’s Differentiated School Support Initiative staff, the staff began to deepen their knowledge of reading comprehension strategies and this was then used to develop our students’ literacy skills, although the progress has been somewhat slower than expected due to the constraints of remote and flexible learning, and Covid-19. Student assessments have been analysed and used to increase the staff’s data literacy and to improve differentiated teaching and learning.

Our goal to develop a consistent Research Primary School lesson structure model was partially met by the end of 2020. Professional development was undertaken remotely by our staff, which developed their capacity to use Success Criteria / Learning Intentions and our ‘non-negotiables’. The staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Staff collaborated more often and streamlined their planning process. This has led to more efficient use of time and also consistency across the school. Individual Education Plans were developed in conjunction with parents and staff to support the students who required them.

At the end of Semester 2, 2020 we were slightly ahead of the state average in English and Mathematics. By the end of remote and flexible learning, our students were responding well to self-directed and project-based learning tasks. This is something that the students at Research Primary School are familiar with due to this approach being embedded at the school over many years.

In 2021, we will continue to work on increasing the percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading, as well as the percentage of students making high growth in Reading as measured by teacher judgement. Our partnership with the Differentiated School Support Initiative staff, and other schools in the project, will be key to the success of this.

Engagement

Engagement was a major focus for Research Primary School throughout 2020. The school made a significant time investment at the beginning of the year to develop and implement a strong ‘Start Up’ program. The focus of this program was on school day structure, school routines, as well as education and wellbeing strategies. This helped re-orientate our students back to school learning. Due to the success of this at the beginning of the year, with some minor modifications, the same principles and program structure were applied after each return to school from remote and flexible learning.

Student voice and agency is ‘lived and breathed’ at Research Primary School and is essential to the engagement of our community – students, staff and parents. While there were some challenges around this in 2020, several initiatives were implemented after the school put in place suggestions and after feedback from a community survey conducted mid-year. We wanted to know how they were going, what was working well, what was not? Due to this, our class online

learning structure changed, and we also started more Project Based Learning at home.

Throughout remote and flexible learning, and at school, our staff continued to focus on differentiating the learning for our students' individual needs through PLC's, carefully moderated student assessment data, student voice and agency feedback, and Individual Education Plans (IEP). Our Junior Years (P-2) participate in Project Based Learning (PBL) which gives them a learning intention, however, encourages them to achieve the success criteria through a variety of means, chosen by their own interests.

All of our students get the opportunity to apply for the Student Representative Council (SRC). It is a rigorous selection process which involves the principal class and the student leadership teacher leader.

Our student attendance data reflects that we have several families who enjoy holidays during the term. The school advocates that 'It is not ok to be away' and follows up on reasons for absence on the day.

We also have a 'pre prep' program which invites children from the local kindergartens to engage in 'school life' approximately 4 times a year. Our relationship with local kindergartens and child care centres continues to be very strong.

Our school will continue to focus on engaging our students in 2021. Our 'Start Up' program has continued to be refined, catering for the needs of our growing student and community cohort. We continue to inform parents of whole school absence data, encouraging every child to be at school every day.

Wellbeing

Health and wellbeing supports were prioritised for the students, staff and parents in 2020. Throughout remote and flexible learning, our students had regular check-ins with staff during whole class and small group WebEx meetings, and Friday 'Fun' activities that were wellbeing based. Our staff made regular phone calls to 'check-in' with families, some families' required extra support and arrangements were made to ensure regular communication occurred. For those students who had challenges returning to school after their extended absence, the school sourced an external counsellor who provided counselling support for some of our students on a user-pay service. This has proven to be so beneficial that this service is to be offered again in 2021.

A deliberate effort was made to ensure staff wellbeing was considered with many activities undertaken to boost morale through the extended lock-down period. Our Staff Opinion Survey results (component mean score – whole school) reflected our approach with an overall mean score of 85.2 (up from 83.8 in 2019). This exceeded the state's 2020 mean score of 80.7.

We worked closely with our DET Health and Wellbeing Key Contact (Student Support Services Officer). Our assistant principal holds the portfolio for student wellbeing and used a case management model to track students throughout 2020.

Staff are continuously being developed in using restorative practices to resolve issues between students. Knowledge of services such as speech pathology, nurses and psychologists, to name a few, are shared with families where appropriate, and the school works with these professionals to get the best wellbeing outcomes for students.

In 2021, we will continue our work with the Respectful Relationships initiative. A small schools network curriculum day was scheduled and a sequence of lessons for each year level was planned, reflecting recent concerns about consent education.

Financial performance and position

As of the 31st December, the school had a surplus, the first for some years, however, much of this is underspent and committed funds from 2020. The Buildings and Grounds maintenance money was underspent in 2020 due to Covid-19

and the construction of the new building. Parents and Friends Community money carried forward from 2019 was not spent in 2020 due to Covid-19. This money will be spent in 2021.

Our school grounds are very large, requiring extensive and regular works to ensure that they are safe. Our school is small and many of our teachers are experienced, therefore, our staffing budget is high. The school's equity funding amounted to \$5,846 and was spent on the school library program, where teachers could observe the modelling of reading strategies.

Pleasingly, we received state government funding for new furniture and digital technologies as part of our building works. Our new buildings have sparked much interest in the broader Research community, and interest in enrolling at our school for 2021 onwards is high. As of the 31st December, the school had 27 Prep enrolments for 2021, the largest number for many years.

For more detailed information regarding our school please visit our website at
www.researchps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 142 students were enrolled at this school in 2020, 65 female and 77 male.

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

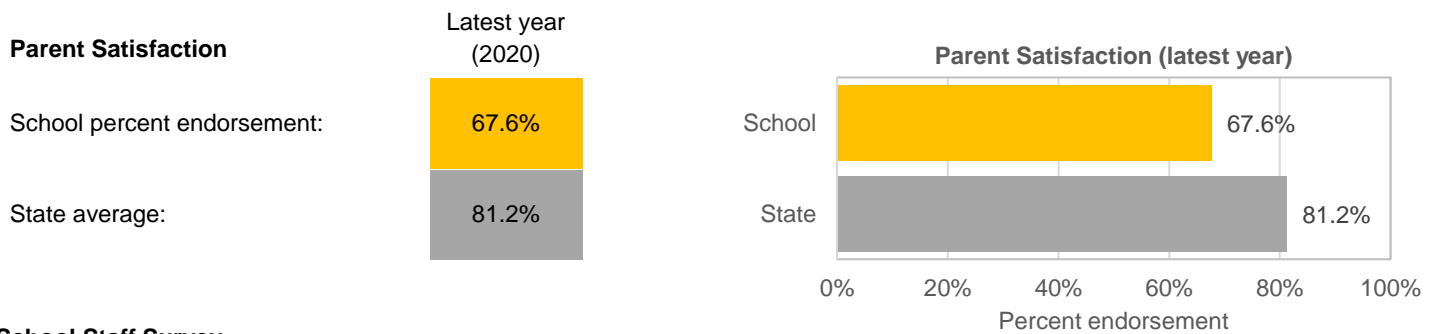
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

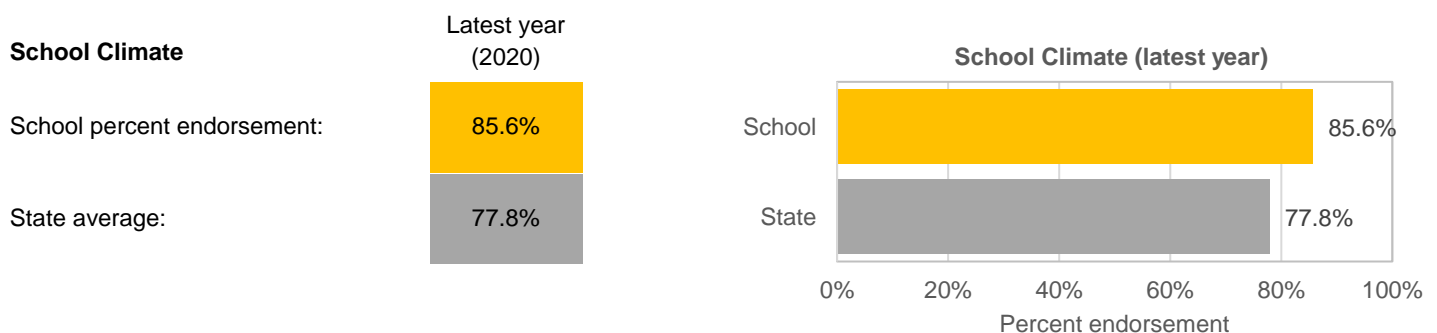


School Staff Survey

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:

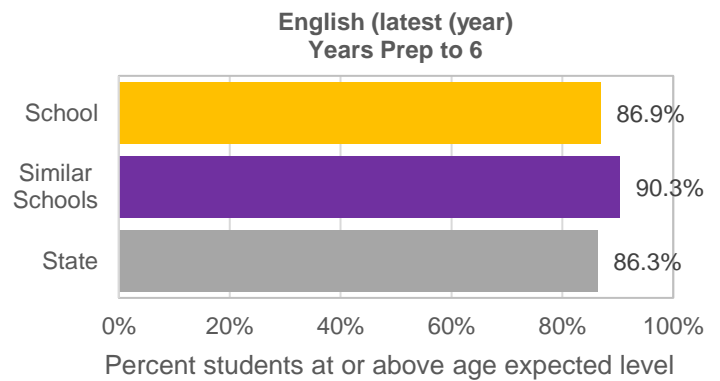
86.9%

Similar Schools average:

90.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

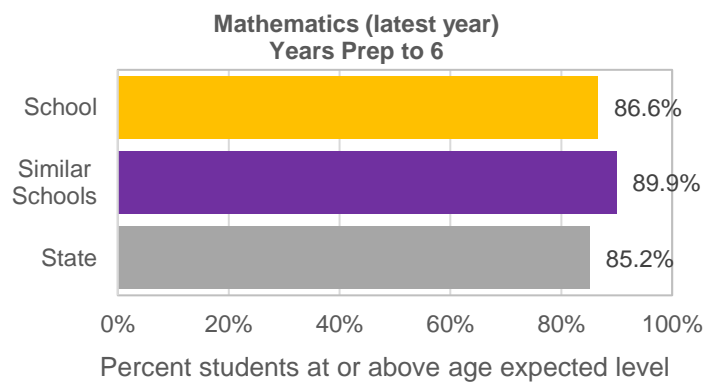
86.6%

Similar Schools average:

89.9%

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

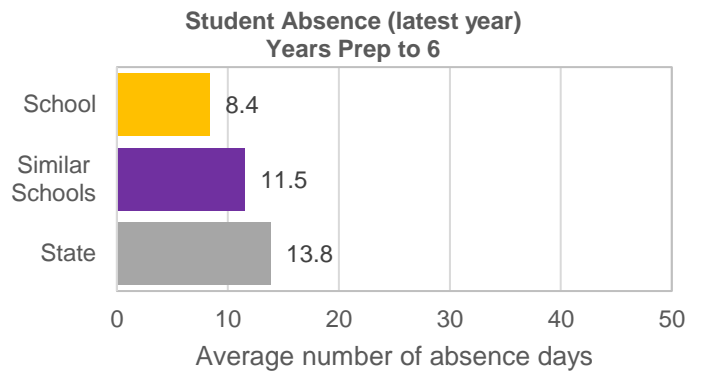
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.4	12.5
Similar Schools average:	11.5	14.4
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):	95%	96%	94%	97%	96%	97%	95%

WELLBEING

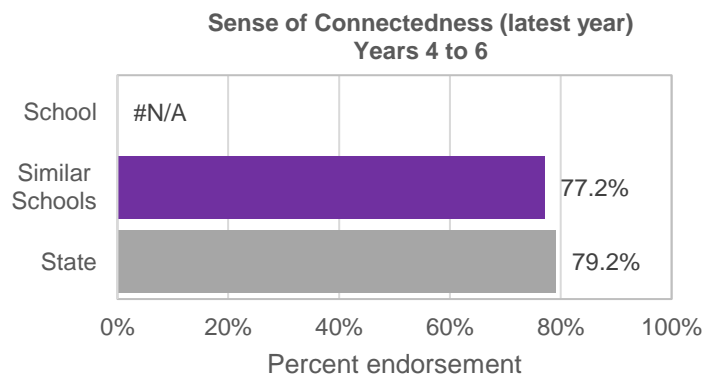
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	58.4%
Similar Schools average:	77.2%	77.5%
State average:	79.2%	81.0%



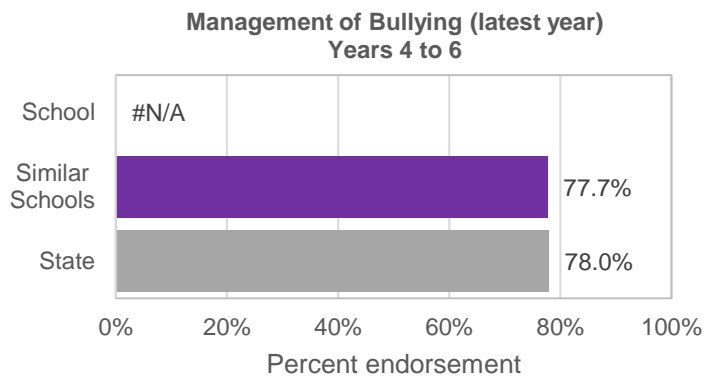
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	62.4%
Similar Schools average:	77.7%	78.9%
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	\$1,162,922
Government Provided DET Grants	\$303,042
Government Grants Commonwealth	\$2,409
Government Grants State	NDA
Revenue Other	\$19,413
Locally Raised Funds	\$70,997
Capital Grants	NDA
Total Operating Revenue	\$1,558,783

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,846
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,846

Expenditure	Actual
Student Resource Package ²	\$1,173,015
Adjustments	NDA
Books & Publications	\$3,154
Camps/Excursions/Activities	\$13,788
Communication Costs	\$15,787
Consumables	\$23,876
Miscellaneous Expense ³	\$5,871
Professional Development	\$487
Equipment/Maintenance/Hire	\$72,004
Property Services	\$11,191
Salaries & Allowances ⁴	\$43,982
Support Services	\$28,382
Trading & Fundraising	\$13,524
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$28,433
Total Operating Expenditure	\$1,433,495
Net Operating Surplus/-Deficit	\$125,288
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$300,981
Official Account	\$5,322
Other Accounts	\$317
Total Funds Available	\$306,619

Financial Commitments	Actual
Operating Reserve	\$41,987
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$94,000
School Based Programs	\$30,000
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	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$185,987

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.