2021 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 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 10 March 2022 at 09:54 AM by Fiona Vale (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 29 April 2022 at 11:53 AM by Michael Settle (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

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 2021 census enrolment of 149 students. Research Primary School has a strong community atmosphere with a range of great programs for students including Art, PE, library and Japanese, among 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 was completed in 2021 with further works happening in 2022.

In 2021, we had the equivalent of 6.5 teaching full time (EFT) 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.

Our attendance data is excellent. 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)

Our focus FISO improvement strategies are:

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

At the beginning of 2021, the staff reviewed the 2021 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, we continued our journey with the Department of Education and Training's (DET) supported program 'Differentiated School Support Initiative' (DSSI) in 2021. 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, using reading goals as a vehicle for this learning. The development of this consistent instructional model of practice 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 undertook in the area of digital technologies, reading and PLC's must be acknowledged. Teams were provided with many resources for the effective implementation of reading strategies, and were encouraged to develop and implement a common understanding of what constitutes highly effective literacy and numeracy teaching and learning.

The school values were embedded in 2021 despite the challenges of remote and flexible learning. Student voice lead this whenever possible. The values of Community, Confidence, Ambition and Respect are known to the entire

community, however, this will also be a strong focus in 2022.

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

Achievement

In 2021, the school continued work on its strategic plan goal of maximising 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. The progress has been somewhat slower than expected due to the constraints of remote and flexible learning, and Covid-19, however, much work has been done in this space. Student F and P assessment wass conducted every term and teachers analysed and used this data to increase their data literacy, and improve differentiated teaching and learning. During term 4, teachers began operating as inquiry teams (PLC's).

Our goal to develop a consistent Research Primary School lesson structure model was partially met by the end of 2021. 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 led to more efficient use of time and consistency across the school. Individual Education Plans were developed in conjunction with parents and staff to support the students who required them.

in 2021, we saw improvement in NAPLAN data in both reading and numeracy with the percentage of students in the top three bands for both years 3 and 5 being well above state and similar schools averages. Our learning gain data has improved.

In 2022, 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 at completion at the end of term 1 with a sustainability plan to be implemented in their absence.

Engagement

Engagement was a major focus for Research Primary School throughout 2021. 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 with remote and flexible learning, we still managed to celebrate success, got together virtually for assemblies, targeted students wants and needs through Webex class sessions and continued "Wellbeing Wednesday's".

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 students 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 leader.

Our student attendance data is strong. The school advocates that 'It is not ok to be away' and follows up on reasons for absence on the day.

Our school will continue to focus on engaging our students in 2022. 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 2021. Throughout remote and flexible learning, our students had regular check-ins with staff during whole class and small group Webex meetings, and Wellbeing Wednesdays. Our staff made regular phone calls to 'check-in' with families, and where families' required extra support, arrangements were made. 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 2022.

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 in the area of 'School Climate' reflected our approach with an overall score of 77.8% which is higher than the state average.

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 2021.

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 2022, we will continue our work with the Respectful Relationships initiative. A small schools network will continue this work collaboratively.

Finance performance and position

As of the 31st December 2021, the school had a surplus, however, much of this is underspent and committed funds from 2021/22. 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 2021 due to Covid-19. This money will be spent in 2022.

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 $5,324 and was spent on the school library program, where teachers could observe the modelling of reading strategies.

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. in 2021 we had 30 prep enrolments, the largest number for many years.

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 149 students were enrolled at this school in 2021, 61 female and 88 male.

5 percent of students had English as an additional language and NDP 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).
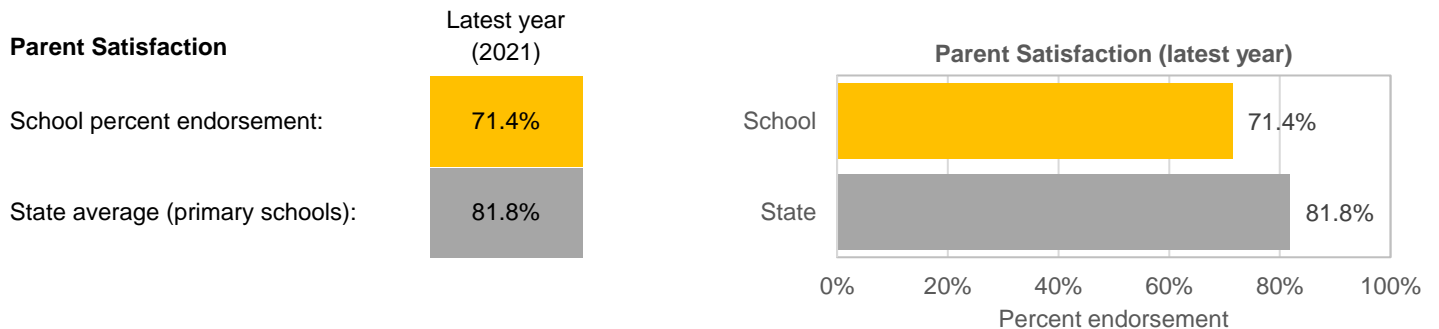
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.
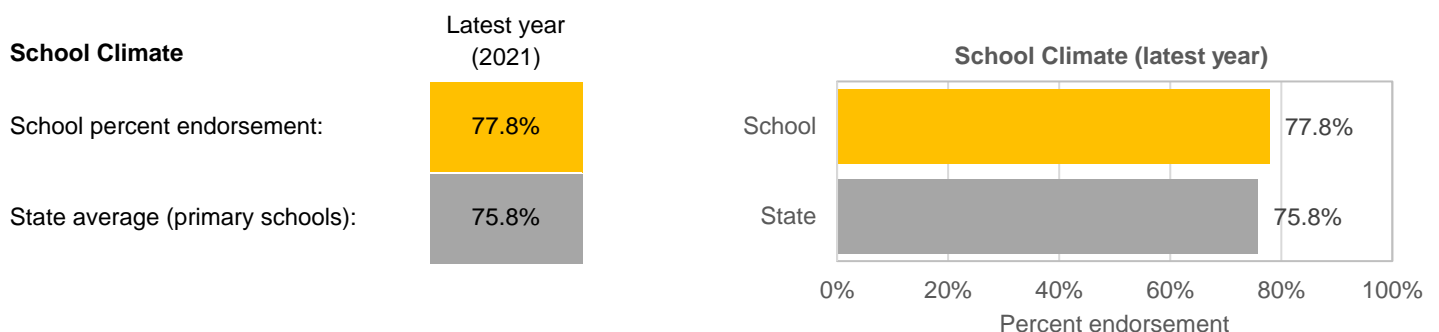
Parent Satisfaction	Latest year (2021)
School percent endorsement:	71.4%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	71.4%
State	81.8%

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.

School Climate	Latest year (2021)
School percent endorsement:	77.8%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	77.8%
State	75.8%

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:	89.6%
Similar Schools average:	90.2%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	89.6%
Similar Schools	90.2%
State	86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
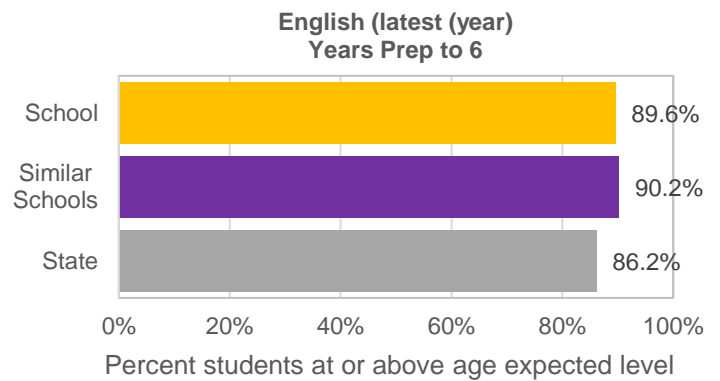
Mathematics
Years Prep to 6

Latest year (2021)

School percent of students at or above age expected standards:	86.2%
Similar Schools average:	89.6%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	86.2%
Similar Schools	89.6%
State	84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
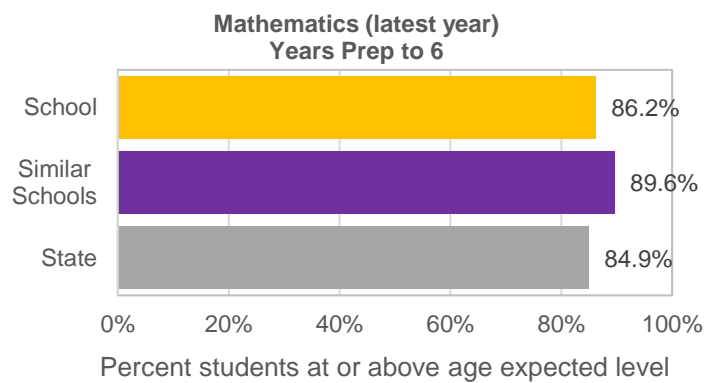
ACHIEVEMENT (continued)

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.
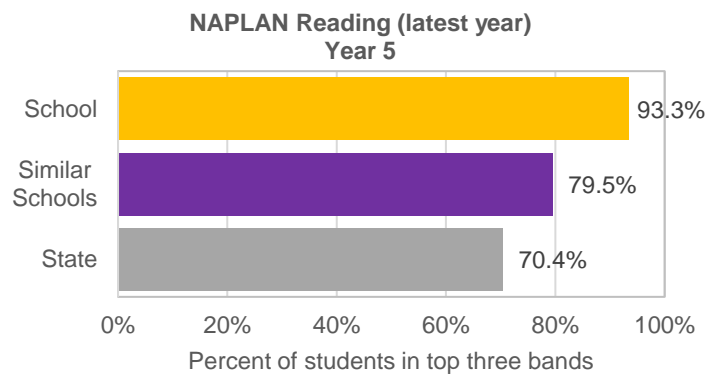
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	91.1%
Similar Schools average:	85.9%	84.7%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School 100.0%
Similar Schools 85.9%
State 76.9%

Percent of students in top three bands
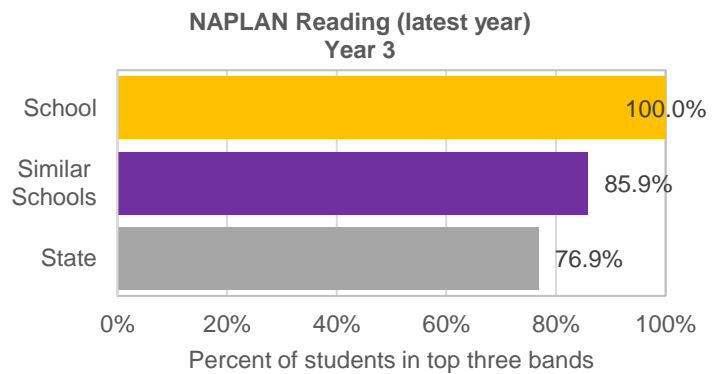
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	93.3%	85.2%
Similar Schools average:	79.5%	76.8%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School 93.3%
Similar Schools 79.5%
State 70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	94.4%	89.5%
Similar Schools average:	77.5%	78.1%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School 94.4%
Similar Schools 77.5%
State 67.6%

Percent of students in top three bands
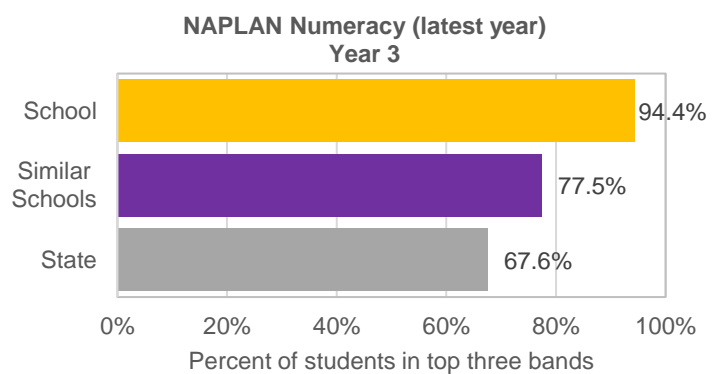
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	84.1%
Similar Schools average:	69.4%	67.9%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School 100.0%
Similar Schools 69.4%
State 61.6%

Percent of students in top three bands
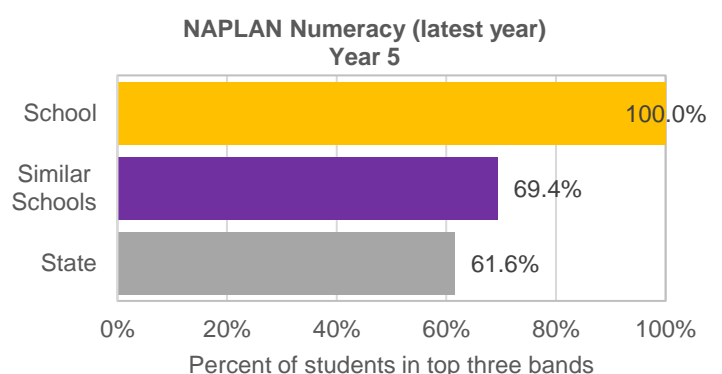
ACHIEVEMENT (continued)

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:	14%	64%	21%	28%
Numeracy:	33%	40%	27%	21%
Writing:	36%	43%	21%	25%
Spelling:	29%	57%	14%	25%
Grammar and Punctuation:	7%	71%	21%	26%

NAPLAN Learning Gain (latest year)
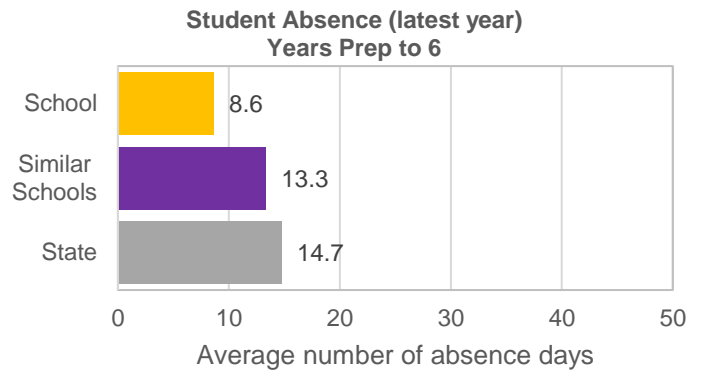**Year 3 - Year 5**
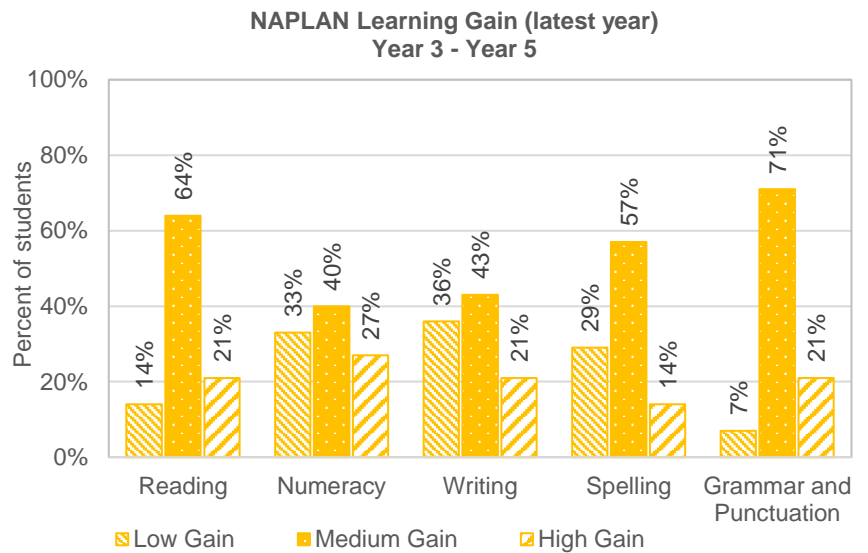
ENGAGEMENT

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:	8.6	11.0
Similar Schools average:	13.3	13.9
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	8.6
Similar Schools	13.3
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	96%	95%	96%	95%	97%

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:	58.7%	53.4%
Similar Schools average:	77.1%	77.0%
State average:	79.5%	80.4%
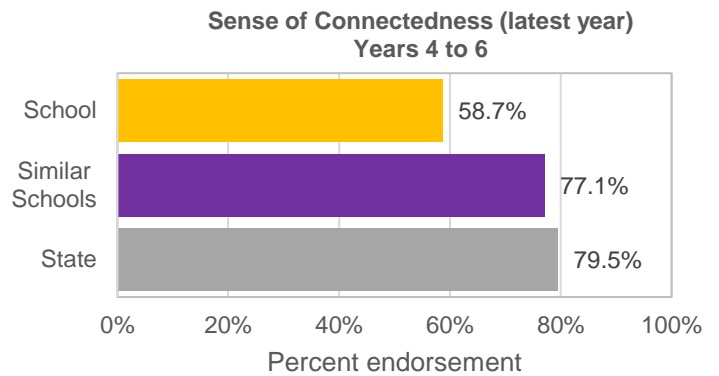
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	58.7%
Similar Schools	77.1%
State	79.5%

Percent endorsement

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).

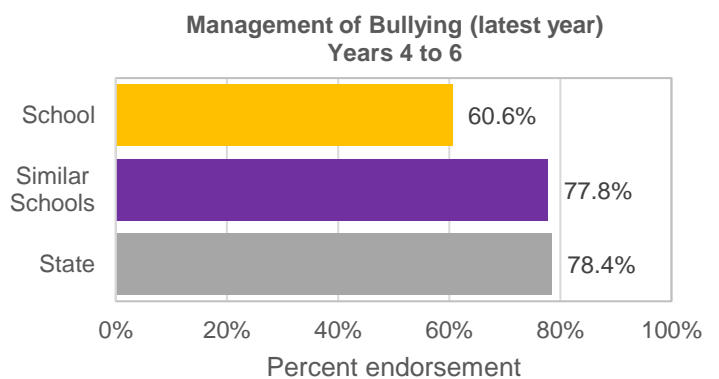| Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	60.6%	56.4%
Similar Schools average:	77.8%	78.2%
State average:	78.4%	79.7%

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.

Management of Bullying (latest year) Years 4 to 6

School	60.6%
Similar Schools	77.8%
State	78.4%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$1,203,805
Government Provided DET Grants	$187,904
Government Grants Commonwealth	$5,791
Government Grants State	$0
Revenue Other	$6,252
Locally Raised Funds	$105,239
Capital Grants	$0
Total Operating Revenue	**$1,508,991**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,324
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$5,324**

Expenditure	Actual
Student Resource Package [2]	$1,181,634
Adjustments	$0
Books & Publications	$682
Camps/Excursions/Activities	$27,880
Communication Costs	$4,399
Consumables	$30,112
Miscellaneous Expense [3]	$7,017
Professional Development	$384
Equipment/Maintenance/Hire	$16,896
Property Services	$41,826
Salaries & Allowances [4]	$45,944
Support Services	$9,700
Trading & Fundraising	$23,895
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$25,166
Total Operating Expenditure	**$1,415,537**
Net Operating Surplus/-Deficit	**$93,455**
Asset Acquisitions	**$77,773**

(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	$300,393
Official Account	$6,143
Other Accounts	$317
Total Funds Available	**$306,852**

Financial Commitments	Actual
Operating Reserve	$33,268
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$54,000
School Based Programs	$35,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$15,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$147,268**

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.