

2020 Annual Report to The School Community



School Name: Koondrook Primary School (2265)



- 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 27 April 2021 at 09:57 AM by Amanda Bradford (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 10:08 AM by Tracy Brennan (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

Koondrook Primary School is a small, rural school located in Koondrook on the Victorian/ NSW border. The school is nestled in a bush setting, on the banks of the Murray River and serves the town of Koondrook and its nearby farming communities. It is located in the rural shire of Gannawarra, 300 kilometres north of Melbourne. The school was established in 1880 and its buildings were upgraded under the BER program.

Koondrook Primary School's Vision is to:

- Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.
- Provide high quality programs that engage our students in their learning and instill the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.
- Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.
- Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Koondrook.

Our community considers the following values as central to the life of our school:

- Respect
- Responsibility
- Resilience

Koondrook Primary School works towards achieving its purpose by planning and implementing academic, sporting, artistic and social programs that support and enhance the individual and the group:

- We cater for individual differences,
- We strive to bring out the best in every student,
- We ensure teamwork among school council, staff, students and the wider community.
- We value and welcome parent participation.

We specifically focus on high quality programs, with a clear commitment to student achievement in English and Mathematics as well as all other Victorian Curriculum areas. The school has developed a culture of continuous improvement. Professional learning is a key strategy for the school with a Teaching and Learning coaching model in place, concentrating on best practice for all teachers in the area of Literacy and Numeracy. We are committed to diverse personalised learning; providing quality learning programs that support every child at their point of need. The Stephanie Alexander Kitchen Garden Program is conducted with all students from Year 3 to 6. The aim of the Kitchen Garden Program is to promote sustainability with the children working in the garden and cooking produce. Students experience first-hand the links between growing, harvesting, preparing and sharing fresh, seasonal produce. This program is a key driver in the ethos of the school and helps facilitate our strong community links.

Specialist teaching areas include Visual Arts, Physical Education and Library.

The 2020 enrolment of 88 students was drawn from the Koondrook community and surrounding district. We do not attract any students from overseas. It is expected that student numbers will continue to trend upwards. Our workforce is comprised of the Principal, five full time classroom teachers, two 0.6 classroom teachers, one 0.2 Physical Education teacher, a Business Manager -office support two days per week, an ES teaching assistant works five days per week, an ES teaching assistant three days a week and we have weekly visits from our Art and Library teachers provided through the Murray Plains Cluster MARC/ MACC Program.

Framework for Improving Student Outcomes (FISO)

In 2020, Koondrook Primary’s AIP focused on the implementation of the Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum planning and assessment and setting and promoting inclusion. We wanted to

- improve individual learning outcomes for all students with a focus on literacy and numeracy.
- develop a consistent approach in all classrooms because we believe that consistency will have an impact on student literacy and numeracy outcomes.
- embed consistent teacher practice across the school to assess and teach spelling in writing through coaching peer observation, feedback and reflection.

However, due to the impacts of Covid 19 and the lock downs we experienced some of our focus was redirected to

- * Supporting staff on how to teach online, familiarisation with online platforms such as Webex, Showbie and Class Dojo.

- * Developing protocols for communication to both students and parents throughout lock-down
- * Supporting students onsite to complete their online learning
- * Focusing on supporting not only student but staff mental health and well-being;
- * Then redirecting our energy to not only support students but each other as we returned to onsite learning.

Achievement

After looking at the approach to spelling used by different schools across the Network and making classroom visits we decided to adapt Smart Spelling. All staff travelled to Melbourne to complete a one day training course, The Prep and Learning Needs teachers also completed the Foundation online course. During 2020 we started to implement the program across the school. During Remote learning teachers made weekly videos for their students. Students were able to use the videos during remote learning. Some students used the videos each day to revise their spelling rule focus for the week. Over the next 12 months we hope to see students transferring their spelling skills to their writing.

During 2020, the learning specialist supported classroom teachers with their planning, supplied resources to support the implementation of the 6+1 writing traits in writing lessons. Common writing tasks across the school were conducted each term and students writing was moderated, a data wall established. Teachers used this information in planning lessons and conducting case management sessions with the learning specialist.

We continued to employ a Literacy Coach to work with the teachers and Learning Specialist. Our focus after completing a HITS survey with the teachers focused on worked examples. Teachers participated in modelling lessons, observations and rigorous small group discussions on teacher practice. During remote flexible learning teachers were given the opportunity to spend some time with our literacy coach through the webex platform.

We purchased the Top Ten Maths resources and staff attended a professional learning session on Place Value and number conducted by a Top Ten Consultant in 2019. We had planned to complete Professional Learning in 2020 focusing on number- addition and subtraction to develop teacher skills. Due to the lock-downs we had to change the date twice and then decided to postpone until 2021. During 2020 we worked on a whole school scope and sequence, established a data wall to track student achievement using data from On Demand Testing Year 3-6, Essential Assessment General Number and teacher judgement.

NAPLAN testing did not occur in 2020 due to the Covid 19 Pandemic. However, NAPLAN testing will continue to be a focus in the future. As a teaching team NAPLAN results, together with our own testing, play a key role in determining the strategies used to improve the learning growth of each student and forms part of the individual learning plan for students.

During remote flexible learning staff were directed to work from home. Remote flexible learning, under DET recommendations, resulted in a lessor study load for our students in Prep-Year 6. Therefore, the normal expectations and requirements if learning was onsite were minimized as everyone adjusted to this way of teaching and learning. We had quite a large group of students who fitted the DET criteria, attend onsite to do their online learning, and were supervised by staff on a rotational basis. Many of our students attended onsite for reduced hours.

During 2021 we will be undertaking our school review.

The school will strive to ensure that all students achieve a minimum of 12 months learning growth in every school year from Prep through to Year 6. This will be achieved through building on existing high practice, ensuring more

consistency of the “High Impact Teaching Strategies” and maintaining a relentless focus on student learning in literacy and numeracy

Engagement

We continue to focus our attention on student attendance through the active promotion of the ‘Every Day Counts’ philosophy. Our data shows that our attendance rates ranged from 94-98% across the school. The average number of days absent was 8.6 days. This was a marked reduction of days absent. Classroom teachers, office staff and leadership maintained regular contact with parents, and other agencies as required, in relation to regular absentees. We followed up unexplained absences with parents by phone calls and text messages. We place articles regarding school attendance in the school newsletter. Attendance certificates are given out at Picnic on the Green. During Remote and Flexible learning we had quite a large number of our students accessing online learning onsite. Many of the students attended for reduced hours to complete their set tasks. We encouraged students who were unwell and had Covid like symptoms not to attend school.

During Remote learning teachers communicated with students and parents through a variety of online platforms. Important information was relayed to parents through text messages, Facebook and email. We held assemblies through Webex and we continued this method once students were back onsite due to the restrictions of having parents onsite. We made short films highlighting activities the children had been involved in- e.g. ANZAC Day, designing a mask, Lego challenge, back to school.

We maintained a proactive approach to support the transition of students in Kindergarten to Foundation, and Year 6 to Year 7. Our strong reciprocal partnerships with local schools and kindergartens have contributed to school readiness for many students entering Prep and Year 7. The transition from K – P and Year 6 - 7 is supported by transition sessions, an orientation step up day, school and preschool visits and information sessions.

Wellbeing

As the student numbers grow, our commitment to creating a safe and engaging environment for all students has been enhanced by the programs offered- Zones of Regulations, Mindfulness, Respectful Behaviours and SWPBS. The well-being team responds to all parent and staff concerns in a timely manner. Families are referred to outside agencies when this response is required. The PSD program application process is followed and our Out of Home Care students are supported through SSG's each term. Small group and individual support sessions for students with behavioural challenges are implemented to assist with student engagement and well-being.

Our Buddies Program runs with the Year 5/6 and Prep students and helps develop a strong foundation of community spirit and a sense of belonging for the students. Behaviours and activities, which reflect our school values, are encouraged and promoted by the whole school and our school community and students consistently use the language of our values. We run teacher buddy lunch each week where school value activities are conducted and led by the Year 5/6 students.

The leadership team and Prep teachers communicated with local Kindergarten's Early Years staff to ensure Kinder – Prep transition was positive. We held an information night online through Webex for new families wishing to enrol their child in Prep 2021 as we were unable to conduct school tours. Due to Covid restrictions we modified our onsite transition program. This saw a reduction in the number of transition days we were able to run for the students starting Prep in 2021. The Year 6 teacher continued to liaise with secondary schools to support transitions. The Year 6 children were all able to attend an onsite transition day at Kerang Tech High and Barham High School.

Child Safe standards have been implemented and communicated to the whole school community. Professional learning sessions were run for school staff and School Council.

We commenced introducing Respectful Relationships to Koondrook Primary. Staff completed the initial teacher training and started to implement it across the school. Due to Covid, Remote and Flexible learning the program was not fully implemented. This is an area we will investigate in 2021.

Our Well Being teacher and a Teacher Support person completed the Smiling Minds training in 2020. This program will be rolled out across the school in 2021 as part of our well-being focus.

Financial performance and position

Koondrook Primary School achieved an operating surplus in 2020 due to sound financial management systems and strategic planning. During 2020 we had a planned \$18000 deficit in our SRP credit line to cover part of a teacher's salary, this will be repaid out of our cash reserves in 2021.

Careful management of our budget ensures students requiring additional assistance receive this support and allows us to provide significant 'professional learning opportunities' for staff at our school.

The school's revenue in 2020 included DET Government grants, locally raised funds (fundraising) and monies received through the hiring of school facilities - Preschool. Commonwealth Government Grant allowed for the provision of the Sporting Schools Program. Money reserved contributes to the school finishing the year in a healthy financial position.

Expenses and income remain similar to last year, and budgets were adhered too. Equity funding was used to cover the cost of a teacher aide, with a focus on supporting students in Years 1/2 and others at risk in literacy across the school. We continue to monitor our ICT resources and purchased new ipads for students use. As a Mac school we also had to contribute funds to the replacement of teacher laptops.

Investing in high quality professional learning for all staff in the areas of Literacy- Smart Spelling and teacher coaching were a priority for 2020.

Some of our fund raising efforts were impacted by the Covid 19 pandemic.

We use local raised fund to continue to make improvements to the grounds and learning opportunities for students. This year we refurbished the sand pit at the back of the school and purchased readers.

A successful grant application of \$19000 from the Cancer Council will see a shade structure installed over the sand pit in 2021.

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

<https://www.koondrookps.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 88 students were enrolled at this school in 2020, 37 female and 51 male.

0 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) which takes into account parents' occupations and education.

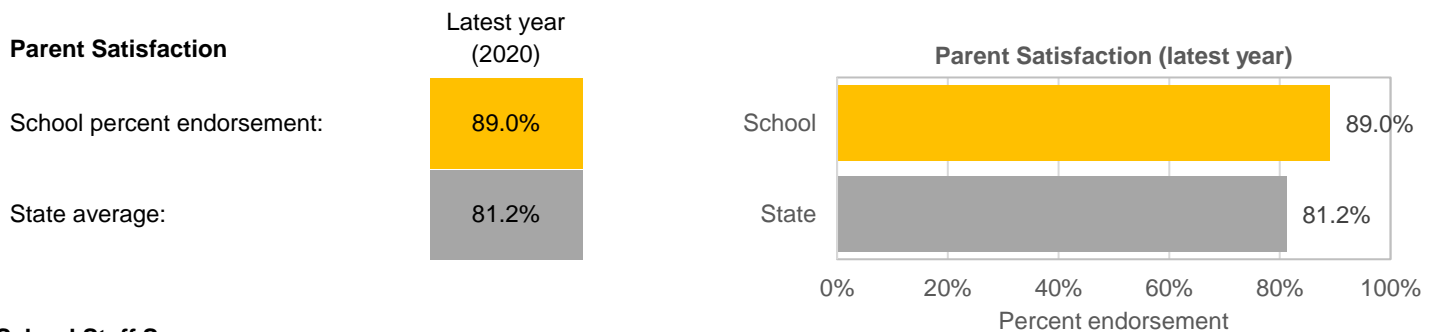
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

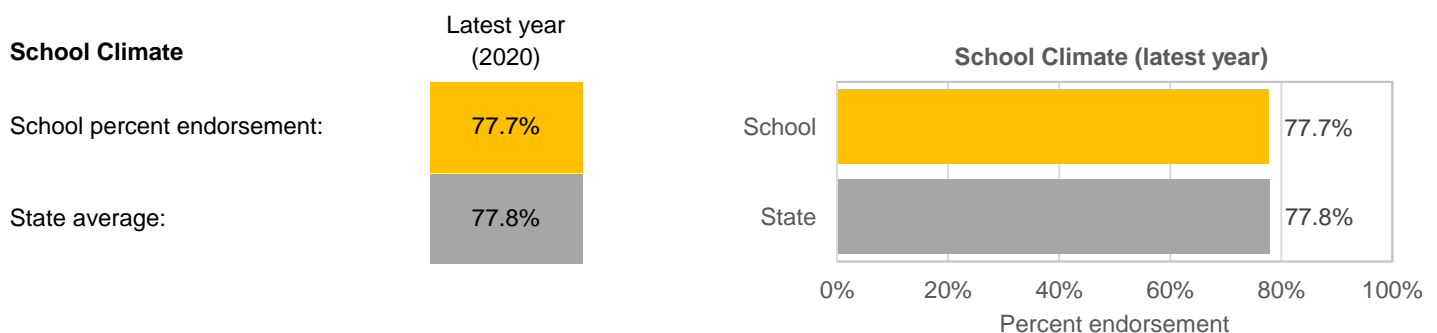


School Staff Survey

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:

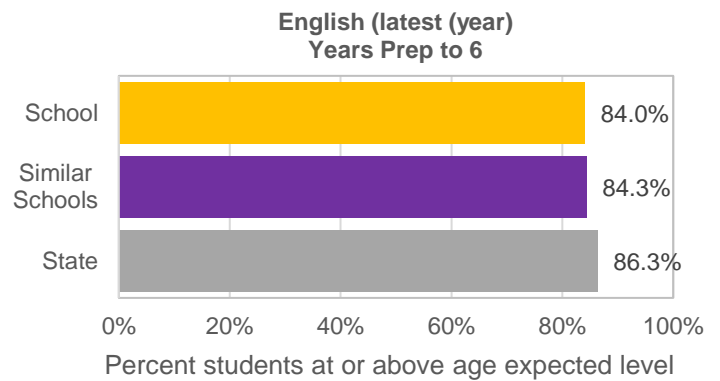
84.0%

Similar Schools average:

84.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

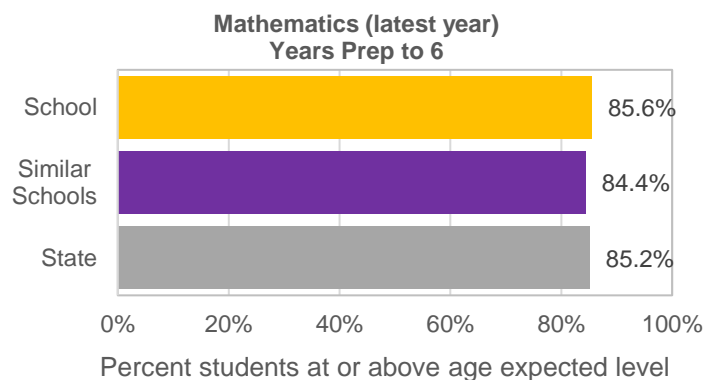
85.6%

Similar Schools average:

84.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

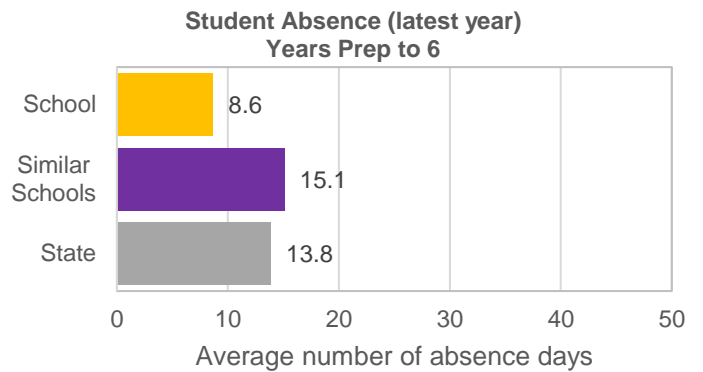
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.6	13.9
Similar Schools average:	15.1	15.9
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):	98%	94%	96%	94%	96%	96%	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.

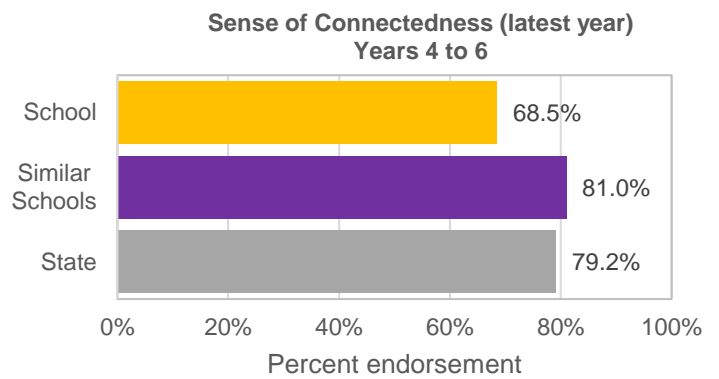
Student Attitudes to School – Sense of Connectedness

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:	68.5%	71.8%
Similar Schools average:	81.0%	81.6%
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.

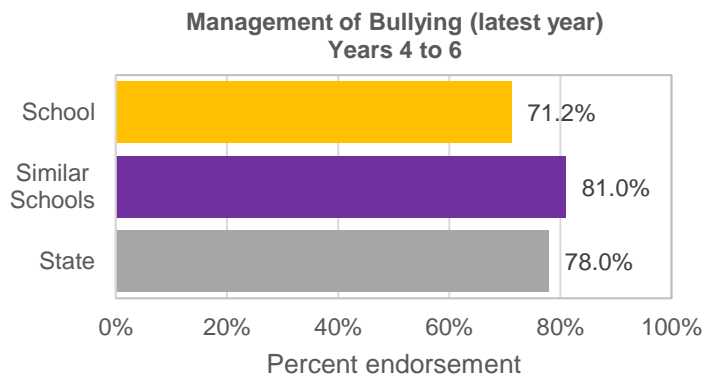
Student Attitudes to School – Management of Bullying

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:	71.2%	76.2%
Similar Schools average:	81.0%	81.7%
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	\$918,708
Government Provided DET Grants	\$194,582
Government Grants Commonwealth	\$4,550
Government Grants State	\$21,792
Revenue Other	\$8,678
Locally Raised Funds	\$39,745
Capital Grants	NDA
Total Operating Revenue	\$1,188,055

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,587
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$58,587

Expenditure	Actual
Student Resource Package ²	\$937,175
Adjustments	NDA
Books & Publications	\$864
Camps/Excursions/Activities	\$1,683
Communication Costs	\$1,570
Consumables	\$39,360
Miscellaneous Expense ³	\$3,004
Professional Development	\$5,758
Equipment/Maintenance/Hire	\$40,927
Property Services	\$38,148
Salaries & Allowances ⁴	\$46,085
Support Services	NDA
Trading & Fundraising	\$13,309
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$16,911
Total Operating Expenditure	\$1,144,795
Net Operating Surplus/-Deficit	\$43,260
Asset Acquisitions	\$5,036

- (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	\$173,533
Official Account	\$3,847
Other Accounts	NDA
Total Funds Available	\$177,380

Financial Commitments	Actual
Operating Reserve	\$31,814
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$41,569
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$20,000
Asset/Equipment Replacement < 12 months	\$34,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,800
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$178,183

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.