**2020 Annual Report to**

**The School Community

School Name: Maroona Primary School (1943)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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*.
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| Attested on 16 March 2021 at 05:31 PM by Darren Beer (Principal) |

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| 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.
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| To be attested by School Council President |

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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**

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| School context |
| Maroona Primary School is located on the Ararat-Mortlake Road, approximately 20km south of Ararat and 30km north of Lake Bolac. In 2020, 34 students (16 female and 18 male) were enrolled at the school across 2 classes. There were 19 F-2 students and 15 grade 3-6 students. The staff consisted of 1 principal class, 1.6 teaching class and 1.3 education support staff (including a business manager). The school has as SFOE of 0.2237, which is similar to previous years. There were no PSD funded students, no EAL students and no ATSI students. Special programs included Art, Music and Sport. Maroona Primary School also joined the Resilience Project Network which formed the foundation of the social and emotional learning curriculum. Staff at Maroona have adopted the philosophy that our school exists to support families to raise children. Social attributes that are valued in the school and the wider community are honesty, kindness and respect. The value of excellence was added following consultation with the community.  |
| Framework for Improving Student Outcomes (FISO) |
| The school focused on the FISO initiatives of Building Leadership Teams, and Vision, Values and Culture. With regards to Building Leadership Teams, the key improvement strategies were:- build teacher capacity to develop whole school consistent lesson structure, common learning language, curriculum knowledge and understanding in the implementation of the Victorian Curriculum. - to develop teacher capacity to collaboratively work with data and evaluation of evidence to inform teaching practice. - to develop consistent curriculum and assessment documents, term planners, weekly work programs and assessment schedule. In line with the school's instructional model, which documents what our best teaching practice looks like, the instructional leaders met weekly to implement an inquiry cycle process. This included analysing student data, identifying learning priorities, implementing strategies and measuring success. The essential assessment software was purchased and relevant assessments were added to the schedule for reading and mathematics. This also assisted with the creation of student learning goals. Planning days are held each term with the intention of reflection on our teaching and learning programs and creating planning documents for the term ahead. With regards to Vision, Values and Culture, the key improvement strategies were: - to develop a consistent whole school culture focusing on growth mindset which, staff, students and parents can articulate - develop a whole school community understanding of school values The good beginnings program ran for the fourth time. There was a sharp and narrow focus on our four school values, which culminated in the creation and launch of our 2020 school mission statement. The Resilience Project curriculum was taught weekly to all students. The pillars of this program (gratitude, mindfulness and empathy) aligned with our school values, which resonated with students. Students created growth mindset goals, which underpinned their English and Mathematics goals. Growth Mindset language and values language such as 'what does a Maroona student do/say' was regularly used to reinforce key ideas. |
| Achievement |
| In English, teacher judgments against the Victorian Curriculum indicate that 94% of our students are achieving at or above the expected level. Which is similar to 2019. 33% of students are achieving above the expected level in reading, this surpassed our goal of 12%. In Mathematics, teacher judgments indicate that 98% of our students are achieving at or above the expected level. Which is higher than 2019 (91%). 30% of students are achieving above the expected level in mathematics, this surpassed our goal of 20%.There was no NAPLAN data for 2020.These excellent results were a reflection of:- a strong commitment by teachers and parents to work together to support learning, both during remote learning and face to face learning- a strong commitment by the school to provide on-site supervision where appropriate- a strong commitment by staff to build practice excellence, innovate and adapt to remote learning.  |
| Engagement |
| In 2020, an average student at Maroona was absent for 8.94 days during the year. This was well down on previous years and almost 50% better than 2018 (16.25 days). Nearly 50% of absences in 2020 were due to medical/illness and another 25% were listed as 'parent choice school approved.'Student absence at Maroona is better when compared to similar schools and schools across the state. Approximately 2% of absences in 2020 were unexplained. In the attitudes to school survey, completed by Grade 4-6 students, the attitudes to attendance domain was in the 84th percentile, similar to 2019, and well below 2018 (96th percentile).  |
| Wellbeing |
| The school's well being goals as listed in the strategic plan were: - to have 80% or more of students respond positively in the learner characteristics and disposition domain on the attitudes to school survey. - to maintain high levels for all variables in the domain of student development in the parent opinion survey. Student responses to all 4 sections in the learner characteristics and disposition domain (attitudes to attendance, motivation and interest, self-regulation and goal setting, and sense of confidence) were in the 80th - 100th percentile and were similar to previous years. Sense of connectedness and management of bullying responses on the survey suggest that staff are able to maintain a safe and orderly environment, which is more conducive to innovation and change. In the student development domain of the parent opinion survey confidence and resiliency skills ranked in the 74th percentile, student agency and voice ranked in the 20th percentile. However, this data may not be an accurate reflection as only a small number of parents completed the survey.  |
| Financial performance and position |
| The school increased it's net operating surplus from $41 510 to $55 751 at the end of 2020. Student enrollments increased from 32 in 2018, to 34, which resulted in a larger student resource package and a larger workforce. Equity funding was used on principal and staff development. In addition to the student resource package, the school received government provided grants for additional cleaning, professional practice days, maintenance, bushfire preparedness, conveyance and various other initiatives. Surplus fundraising monies from 2019 were used to subsidize the Grade 3-6 camp to Anglesea. The school had a successful grant application, which went towards a whole school excursion to the Brambuk Cultural Centre in Halls Gap.There were no extraordinary fundraising initiatives.  |
| **For more detailed information regarding our school please visit our website at** [**http://www.maroonaps.vic.edu.au/**](http://www.maroonaps.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 34 students were enrolled at this school in 2020, 16 female and 18 male.

0 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 81.2% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 89.8% |
| State average: | 77.8% |

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.

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| **English****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 94.4% |
| Similar Schools average: | 86.7% |
| State average: | 86.3% |

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| **Mathematics****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 98.1% |
| Similar Schools average: | 86.2% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 8.9 | 13.3 |
| Similar Schools average: | 12.7 | 14.9 |
| State average: | 13.8 | 15.3 |

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| **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% | 95% | 95% | 96% | NDP | NDP |

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.

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 98.3% | 97.9% |
| Similar Schools average: | 84.8% | 84.6% |
| 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.

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| **Management of Bullying****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 97.2% | 95.7% |
| Similar Schools average: | 88.8% | 87.0% |
| 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 | $443,412 |
| Government Provided DET Grants | $118,905 |
| Government Grants Commonwealth | NDA |
| Government Grants State | NDA |
| Revenue Other | $1,289 |
| Locally Raised Funds | $18,683 |
| Capital Grants | NDA |
| Total Operating Revenue | **$582,289** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$5,000** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $436,642 |
| Adjustments | NDA |
| Books & Publications | $276 |
| Camps/Excursions/Activities | $9,844 |
| Communication Costs | $1,590 |
| Consumables | $24,347 |
| Miscellaneous Expense 3 | $6,344 |
| Professional Development | $875 |
| Equipment/Maintenance/Hire | $5,627 |
| Property Services | $24,217 |
| Salaries & Allowances 4 | $7,796 |
| Support Services | $177 |
| Trading & Fundraising | $4,416 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | $150 |
| Utilities | $4,236 |
| Total Operating Expenditure | **$526,537** |
| Net Operating Surplus/-Deficit | **$55,751** |
| 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 | $97,928 |
| Official Account | $3,301 |
| Other Accounts | NDA |
| Total Funds Available | **$101,230** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $11,734 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | $35,103 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $15,347 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $39,045 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$101,230** |

*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.*