

2020 Annual Report to The School Community



School Name: Drysdale Primary School (1645)



- 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 01:54 PM by Philip Dunlop-Moore (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 28 April 2021 at 07:25 AM by Scott Pearson (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

Drysdale Primary School (DPS) is centrally located in the town of Drysdale on the Bellarine Peninsula. Our students are predominantly from Drysdale and Clifton Springs (within the 3222 postcode). There is a diverse range of backgrounds and occupations within our school community with a slightly lower than average overall socio-economic profile. Drysdale and Clifton Springs are established neighbourhoods with limited population growth. Our 2020 enrolment of 483 students is lower than recent years.

DPS vision is to be inclusive and provide the highest quality of education for each student in their academic learning, personal development and increasing their skills in Indonesian, visual art, music, performing arts and sport. DPS promotes the safety of all students including those with disabilities as well as the cultural safety of all students particularly those who are Aboriginal or Torres Strait Islander descent or from a Cultural and Linguistically Diverse (CALD) background.

DPS welcomes and support all students. DPS have a large inclusion program, working with 21 students with additional needs (and support funding). Within the Inclusion program, we support a range of students who have additional needs without support funding. This includes children who are identified as gifted and talented as well as those who have recently arrived from overseas.

The DPS values are:

- Resilience - reflect the importance of pushing on when there are challenges on the journey to achieving the highest standards.
- Acceptance – we are an inclusive school that seeks to offer Acceptance to everyone for who they are and welcome them into our community.
- Integrity - doing the right thing and making the right choices in every circumstance. Honesty is essential in helping our community develop to be the best it can be.
- Success – not just academic or personal, it is everything that goes into making students ready for life.
- Enjoyment - helps us make the most of our abilities and reminds us to take pleasure in everything that individual members of the DPS community do.

Above all, we strive to fulfil our school motto “Accept the Challenge” by working hard, being persistent and consistently being the best we can be.

DPS has a workforce of 37.2 Full Time Equivalent (FTE) staff, with 2.5 per cent identifying as being Aboriginal or Torres Strait Islander descent. The workforce profile is as follows:

- 21.7 classroom staff
- 3.6 specialist teachers
- 6.7 education aides
- 2.2 office based staff
- 1 Assistant Principal (inclusion program)
- 1 Assistant Principal (curriculum) and
- 1 Principal

Academically, we teach to each student's individual learning need. Our focus is on ensuring that each child as an individual reaches or exceeds the standard that they personally are capable of reaching. In each year group there are children working at standards well above the state's nominal expectation of children of similar ages, ranging through every curriculum level to those children working within our inclusion program. We have developed teaching methods that enable our staff to manage this range of standards and have recruited teachers with the expertise to deliver a high quality of teaching. Our overall school standards are an average of this wide range and sit close to the state expectations.

Framework for Improving Student Outcomes (FISO)

The school's FISO priorities remain as below. These priorities link to goals set in the Drysdale Primary School Strategic Plan 2017 – 2021 .

- Excellence in Teaching and Learning
- Positive Climate for Learning
- Community Engagement in Learning

Work implemented in 2018-2019 to support these priorities were to be further embedded in 2020.

DPS responded swiftly to the requirements of Remote and Flexible Learning (RFL) in 2020, basing our educational offer to parents on our school values. The circumstances of our individual families varied greatly that required us to provide a program that included both required work and optional work.

With such a vibrant inclusion program and large proportions of students with additional learning requirements, there was a strong focus on supporting students and parents' well-being during the RFL periods. Approximately one quarter of the school attended on site supervision for some or all of the RFL periods, which was significantly higher than the average in most Victorian schools. This reflects the needs of the school community and the commitment of DPS staff being included in the on-site supervision roster and maintaining the RFL programs.

The RFL periods allowed DPS to improve electronic communication strategies with parents through the necessity of delivering remote learning. These improvements will lead to more positive Parent and Staff engagement survey outcomes. Low response rates to both the parent and staff surveys in 2020 has made it hard to evaluate the true extent to which we have made progress to meeting our strategic goals.

Analysis of incident reports in the context of the School Wide Positive Behaviour School Program (SWPBS) show that we had proportionally fewer incidents reported than other SWPBS schools across Victoria. This is particularly commendable in the context of DPS supporting four students under the Severe Behaviour category and further demonstrates DPS successfully managing how children interact at school.

Achievement

Analysis of our end of year student assessments show most students' made one year's progress in their learning. Slightly fewer children than usual made more than one-year's progress and slightly more than usual made less than one year's progress when compared to 2019 academic results.

In the context of RFL disruptions to the usual patterns of learning, we believe this is a strong academic performance and correctly reflects changes to the climate for learning, student engagement and community engagement.

Once normal teaching resumed in Term 4, DPS implemented an education recovery plan to enable students who had made less than one year's progress in 2020 to recover and reach full learning progress in 2021. This requires accelerated learning progress between Term 4 in 2020 through to Term 4 2021.

Our primary focus for 2020 was academic consistency following two years of working specifically on our parental and student engagement focuses. Many of our plans were interrupted by RFL periods however we:

- reviewed our instructional models for teaching core subjects - Reading, Writing and Mathematics, and
- amended our internal planning documents to allow teachers to record the differentiated learning for their students.

The extent to which these were implemented in our classrooms was reduced in 2020. We have included this in our strategic goals for 2021. DPS had four learning specialists (three supporting English and one supporting Mathematics) working with staff during 2020 helping to secure the desired consistencies of teaching practices.

Engagement

The principal goal for 2020 regarding Engagement was to increase the proportion of parents attending the student led conferences in Term 1 and 3.

Both conferences fell during RFL periods. The Term 1 Student Led Conferences were scheduled in the period that became extended end of term holidays. The Term 3 conferences were impacted by COVID-Safe restrictions with parents not allowed on site.

During the periods of RFL, there were significantly more interactions between teachers and parents/carers with the daily transfer of work between school and home. While this is not ideal in developing engagement with parents/carers, it was evident parents/carers and staff had developed a better understanding of the contribution each makes to the educational partnership in Term 4.

Wellbeing

There were two primary Wellbeing goals for 2020 being:

- increase the use of our communication application, and
- build parents' and children's capacity to be agents of their learning.

These goals became secondary to the urgent need to manage student well-being because of the RFL disruptions.

The first goal was met comfortably from the necessity of using the communication application to communicate weekly and daily learning requirements to families during RFL periods. Despite the platform we were using in Semester 1 unexpectedly discontinued on 30 June 2020, DPS seamlessly switched to an alternative tool that is integrated to our main school management system (Sentral).

In terms of being agents of learning, we have spent time creating a revised instructional model that gives a greater voice to students as agents of their learning. In particular, we have sought to find better ways of engaging more able students, especially girls and especially in mathematics. We do not have survey data from children to track explicitly our progress towards achieving this.

A greater achievement was the support for students and families whose well-being was compromised because of the COVID pandemic and extended periods of lockdown. The Principal Leadership Team regularly checked in with vulnerable families throughout each lockdown period to supplement the contact these families were having with their child's teacher.

On site supervision was available for our vulnerable families during RFL periods, which was also supported by our education aides in addition to the teachers who volunteered to be on site.

Financial performance and position

DPS demonstrated a sound financial position throughout 2020. DPS successfully adjusted planned spending to respond promptly to the changed requirements arising from RFL periods (e.g. additional expenses to run on site supervision program that was larger than many schools). Much of our discretionary spending supports our well-being and inclusion programs so we can reduce the levels of disadvantage for children. Most discretionary spending comes from specific equity funding. Our fundraising activity was minimal in 2020 with COVID restrictions in place.

Our aim is to utilise all revenue to benefit DPS students in the year for which funding is received. At the end of 2020, we had a small surplus of \$12,009 being the difference between our available funds \$238,023 and our financial commitments \$226,014.

For more detailed information regarding our school please visit our website at
<http://www.drysdaleps.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 483 students were enrolled at this school in 2020, 227 female and 256 male.

NDP percent of students had English as an additional language and 2 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.

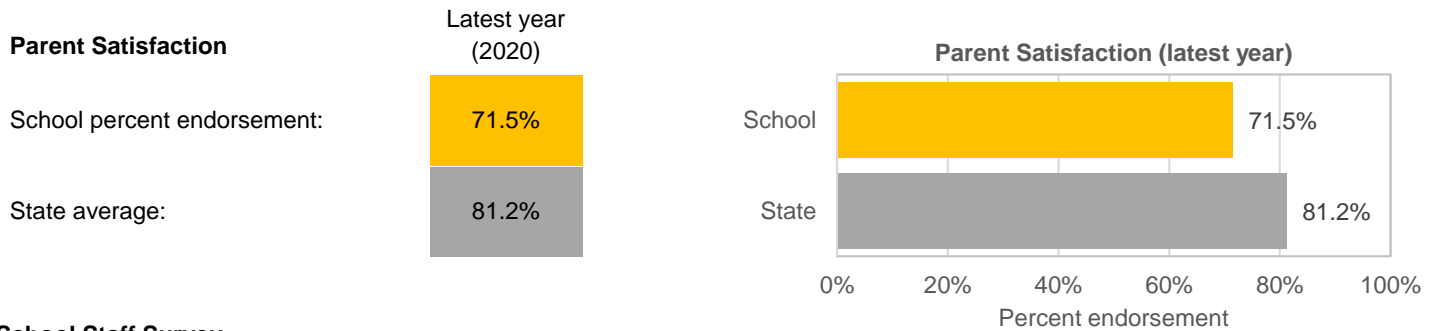
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

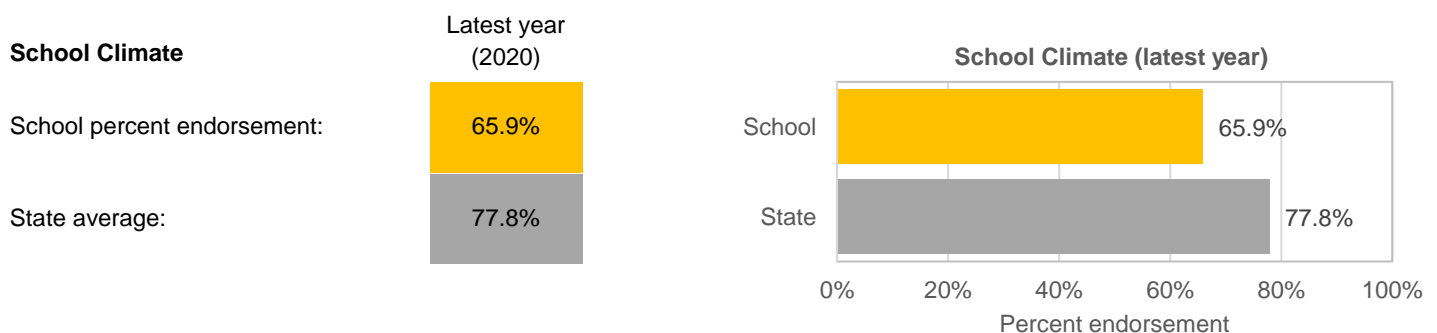


School Staff Survey

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:

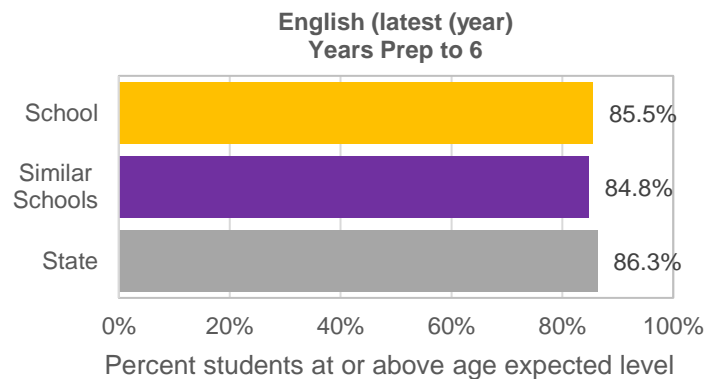
85.5%

Similar Schools average:

84.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

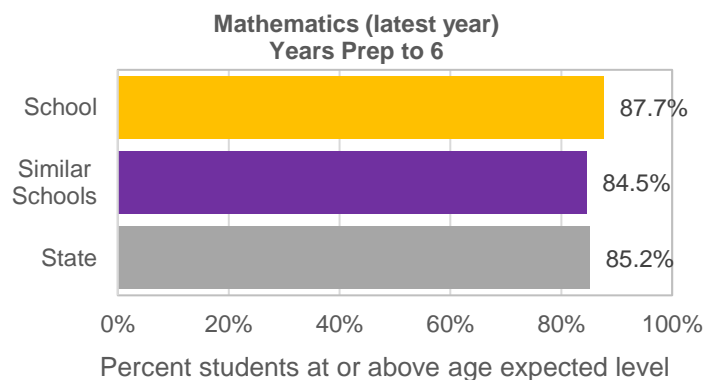
87.7%

Similar Schools average:

84.5%

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

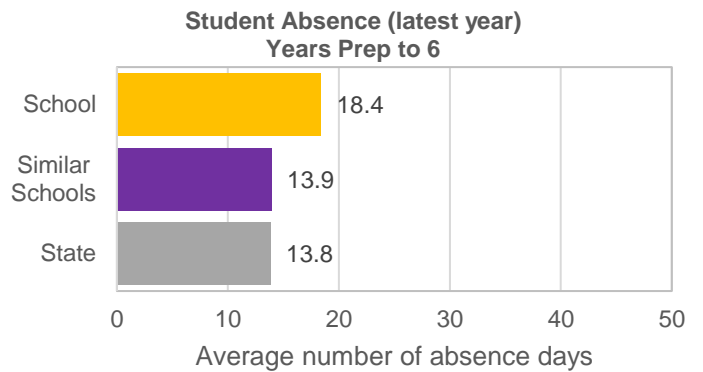
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.4	17.0
Similar Schools average:	13.9	15.4
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):	92%	91%	90%	90%	89%	91%	91%

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.

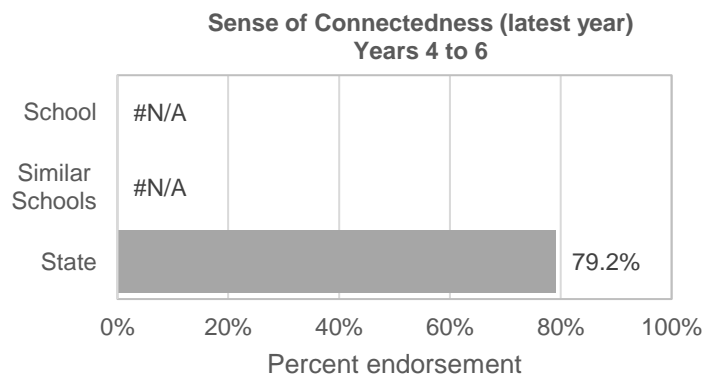
Student Attitudes to School – Sense of Connectedness

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	71.0%
Similar Schools average:	NDP	78.7%
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.

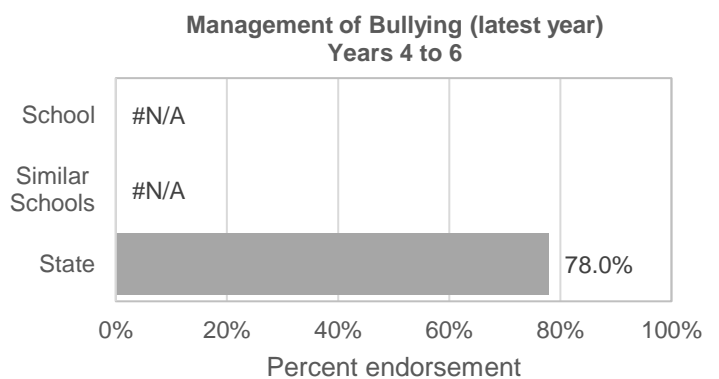
Student Attitudes to School – Management of Bullying

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	75.5%
Similar Schools average:	NDP	78.6%
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	\$4,062,440
Government Provided DET Grants	\$683,938
Government Grants Commonwealth	\$16,148
Government Grants State	NDA
Revenue Other	\$67,871
Locally Raised Funds	\$119,804
Capital Grants	NDA
Total Operating Revenue	\$4,950,200

Equity ¹	Actual
Equity (Social Disadvantage)	\$139,108
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$139,108

Expenditure	Actual
Student Resource Package ²	\$4,028,467
Adjustments	NDA
Books & Publications	\$830
Camps/Excursions/Activities	\$20,107
Communication Costs	\$7,154
Consumables	\$107,236
Miscellaneous Expense ³	\$17,183
Professional Development	\$9,828
Equipment/Maintenance/Hire	\$28,866
Property Services	\$145,361
Salaries & Allowances ⁴	\$128,601
Support Services	\$157,368
Trading & Fundraising	\$10,345
Motor Vehicle Expenses	\$55
Travel & Subsistence	NDA
Utilities	\$52,901
Total Operating Expenditure	\$4,714,303
Net Operating Surplus/-Deficit	\$235,897
Asset Acquisitions	\$47,377

(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	\$207,273
Official Account	\$30,749
Other Accounts	NDA
Total Funds Available	\$238,023

Financial Commitments	Actual
Operating Reserve	\$107,219
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$59,575
School Based Programs	\$14,220
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$226,014

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.