

2020 Annual Report to The School Community



School Name: **Edi Upper Primary School (1422)**



- 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 26 April 2021 at 05:25 PM by Claire Bradbury (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 30 April 2021 at 09:01 AM by Lucy McMillan (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

Edi Upper Primary School is a small rural school with a current enrolment of 6 children. Edi Upper is located on the edge of the Black Range nestled in the Upper King Valley in North East Victoria. Edi Upper Primary School buildings consist of one single building containing three classrooms, and a commercial kitchen for the King Valley Cluster Stephanie Alexander Kitchen Garden Program. The school is currently staffed by a Teaching Principal, Music, Science and Integrated Studies teacher (0.2), Business Manager (0.4), kitchen specialist teacher and Education Support staff member (0.4).

Edi Upper Primary is an extremely well-resourced and maintained school. There is great pride in the school held by all families and this is reflected in the contribution our families make to the school. The school's philosophy, motto and values are: 'Small school, big ideas, endless opportunities'. Our values are: Success, Motivation, Acceptance, Resilience, Teamwork and Integrity. At Edi Upper Primary School our students are valued, encouraged and supported to fulfil their academic, social and emotional journey within a dynamic learning community.

The school offers specialist programs in the areas of Italian, Library and Art that are led by visiting teachers. The classroom programs are enriched through camps, excursions, musical performances and participating in the King Valley Cluster School activities. The school invests greatly in The Stephanie Alexander Kitchen Garden Program with all Year P-4 students attending fortnightly sessions. Italian language is also incorporated into the cooking sessions. The students work on their group vegetable garden beds each week and use the produce from these gardens in the cooking sessions.

The King Valley Cluster initiatives include the Stephanie Alexander Kitchen Garden Program, a range of camps and sporting activities including Personal Best athletic sports, cultural days and professional learning initiatives. The cluster work together to support each other to deliver the best possible teaching and learning programs in each of our unique rural communities.

Edi Upper Primary School places great value and emphasis on being a community school, aiming to provide the best opportunities for the students. Our parent community help with fundraising throughout the year and help with Working Bee's, classroom activities and excursions. Our school has links with our local kindergarten in Moyhu and we have an orientation program for new Preps during Term 4 prior to starting school. There is currently one student at the school funded under the program for students with disabilities.

Framework for Improving Student Outcomes (FISO)

During 2020 our school continued to implement the Victorian Curriculum. We worked on reviewing and developing a more comprehensive whole school curriculum plan, Scope and Sequence plans for all curriculum areas and whole school literacy and mathematics planner. As per the Continua for School Improvement, we have begun to work on developing a clear focus on what, how and when we assess the students throughout the year. This aided our preparation for our School Review in Term 1 2021. This included looking at reflections from our staff, parents and students about how we tracked as a school during 2020 Flexible and Remote Learning activities and how we can improve for the future. This process ensured that cross-curricula integration, innovation and resource allocation maximise opportunities to engage and enhance learning opportunities for our students. Staff participated in Professional Development to enhance our knowledge of best writing practice. We have begun to introduce mentor texts to enhance the teaching of writing, and participated in our Professional Learning Community (PLC) focus on writing. We utilised the 6+1 Traits of Writing and embedded individual student writing goals across the school. Our School Improvement Team meetings have focused on building our capacity to use student data to identify areas of practice for improvement. Some of the Annual Implementation Plan actions were modified to suit Flexible and Remote Learning and included feedback from staff, parents and students as to the success of our teaching and learning program during Term 2 and 3.

<p>Achievement</p>
<p>Teacher judgement of student achievement indicate that our school is doing well and achieving results which are compared as 'above' or 'similar'. During 2020, NAPLAN was not conducted and our teaching and learning programs were modified to deliver both online and hard copy learning packs. The students who were part of the Flexible and Remote Learning program during 2020, participated in assessment (once back onsite) to pin point and target those areas in English and Mathematics that need strengthening during our Tutor Learning Initiative Program in 2021. We have begun to imbed a strong focus on using data to personalise learning for all of our students in order to enable them to reach their full potential. Our school has positive and hard-working staff who form part of our strong culture of co-operation between staff, students, parents and the wider community. We will continue to focus on improving our teaching and learning in all areas and implement the recommendations of the report from our School Review. We will continue to encourage change and progress in our approaches to teaching and learning in order to strengthen the great work that was begun during 2020.</p>
<p>Engagement</p>
<p>Our school demonstrated consistent and improved student attendance throughout 2020 which reflects the commitment that our children and parents make to their learning. Individual literacy and numeracy learning goals have been established as a feature of our teaching and learning program; it gives our students ownership and a voice in the progress and direction of their learning. Our students have demonstrated active engagement in our school by organising and running 'Fun Friday' activities, running a sustainable school initiative and contributing to our fortnightly newsletter. They also contributed and worked on the end of year online Christmas concert which required hours of script writing, practice, filming, editing and of course, having lots of fun in this process.</p>
<p>Wellbeing</p>
<p>Student Wellbeing is measured by the Student Attitudes to School Survey. We had no data for 2020 due to our low numbers, but have begun to implement a more consistent wellbeing program to support our students social and emotional learning. This has included the fortnightly use of wellbeing journals and Respectful Relationship activities and incorporating some 'take a moment' quiet meditation sessions. Our school has been successful in obtaining Chaplaincy funding through the Federal Governments National School's Chaplaincy Program for 2021-2022. Our students have a strong sense of belonging to, and ownership of their school and we will continue to build our practices in this area. Our small class enables our staff to get to know and involve all families in the education of their children. Our students develop meaningful relationships with the community and their teachers, who know their needs - learning, social and emotional, and address them individually. Student personal development is addressed within the learning framework, where resilience, persistence and organisation are stressed. We now run Parent Information nights at the beginning of the year to inform our families of our teaching program and to give opportunity to meet each other in a social setting. We now have an up to date website and facebook page where photos, newsletters and information about our school is available for all families and community members. Our students regularly participate in our King Valley Cluster Schools activities which includes Year 6 sailing camp, adventure camps, personal best sports, curriculum collaboration and celebration days e.g. Italian day and Musica Viva performances.</p>
<p>Financial performance and position</p>
<p>The school has tracked well during 2020 considering we have low student numbers which changed throughout the year. Edi Upper Primary School had a deficit at the end of 2019 which increased in the first half of 2020 due to a drop in student numbers from 2019 and a fluctuation of these numbers during census periods. This will be readjusted each term as the Student Resource Package is added to our school finances and the Education Support staff hours have now been matched to the Government funding for our student with disabilities. Some finances were conserved during this period due to restrictions, lockdowns and remote learning. These restrictions meant that some camps and excursions were cancelled and some maintenance activities were postponed. The school received a Sensory Garden grant from the Victorian Schools Building Authority at the end of 2019 which saw this project completed in March 2020. We also had, at no cost to the school, a retaining wall built around this garden and our termite riddled trees removed through the Department's Make Safe Program. Our school received a \$10,000 Technology grant at the end of 2019</p>

which has now been finalised. This included the purchase of a 3D printer, Dash and Dot robots and accessories, 3D hologram glasses, a green screen kit and some drones. We have used the last of this grant on WeDo 2.0 Lego kits and new iPad covers. Our school received a \$2500 Sporting Schools grant in Term 4 so our students could receive four weeks of tennis coaching by Impact Tennis, six sessions of swimming at Moore Than Swimming and three Indigenous dance sessions with Sani Townson. At the end of 2020 we applied for a Schools Chaplaincy grant which we received, this will be implemented in our King Valley Schools Cluster throughout 2021 - 2022.

For more detailed information regarding our school please visit our website at
www.ediupperps.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 7 students were enrolled at this school in 2020, NDP female and NDP 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.

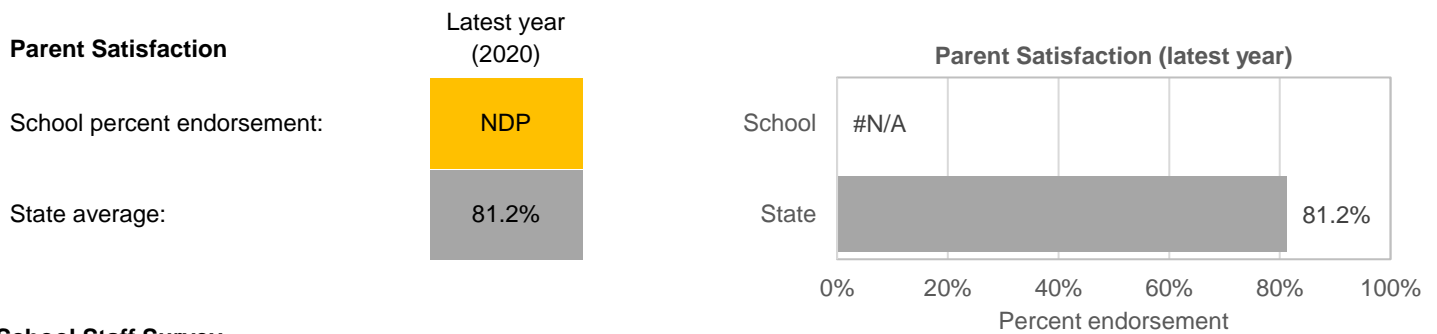
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

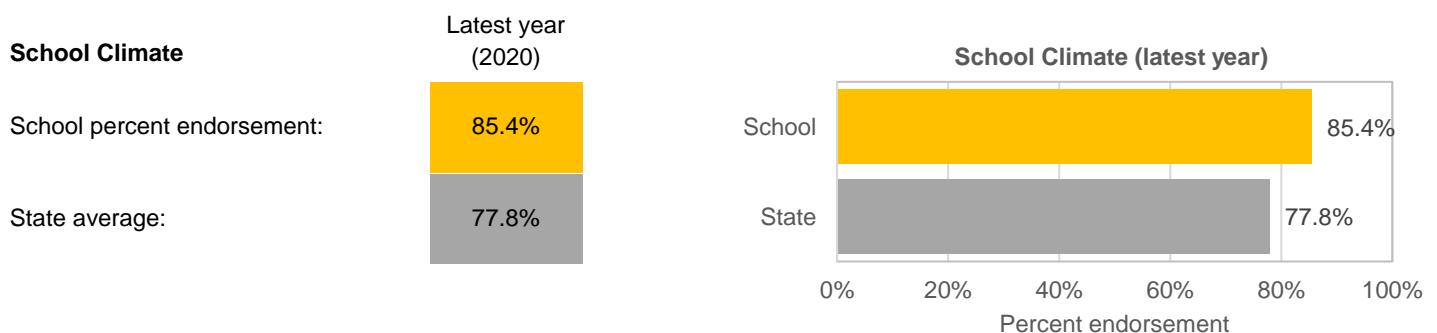


School Staff Survey

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:

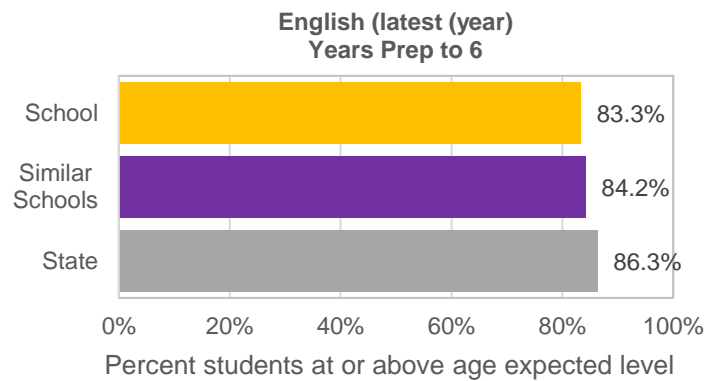
83.3%

Similar Schools average:

84.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

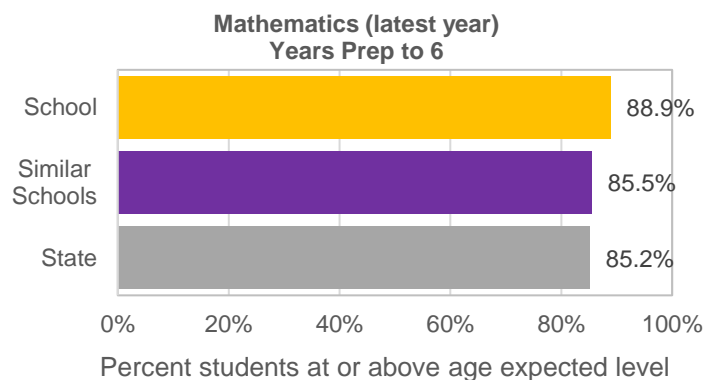
88.9%

Similar Schools average:

85.5%

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

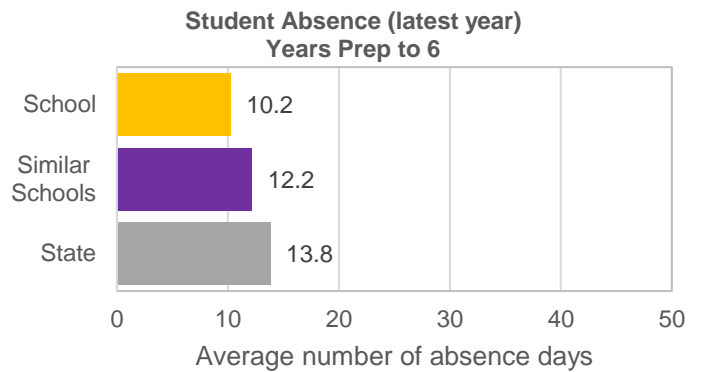
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.2	17.9
Similar Schools average:	12.2	14.9
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):	NDP	NDP	NDP	NDP	NDP	NDP	NDP

WELLBEING

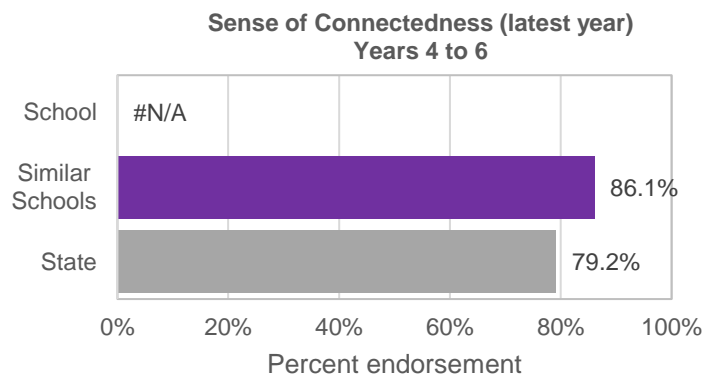
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDP	88.0%
Similar Schools average:	86.1%	82.7%
State average:	79.2%	81.0%



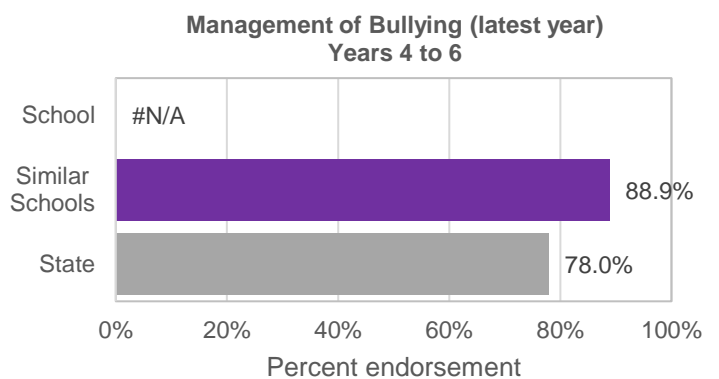
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDP	91.1%
Similar Schools average:	88.9%	86.5%
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	\$258,813
Government Provided DET Grants	\$93,217
Government Grants Commonwealth	NDA
Government Grants State	\$16,074
Revenue Other	\$14,356
Locally Raised Funds	\$1,898
Capital Grants	NDA
Total Operating Revenue	\$384,357

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	\$254,069
Adjustments	NDA
Books & Publications	\$297
Camps/Excursions/Activities	\$4,865
Communication Costs	\$1,291
Consumables	\$6,001
Miscellaneous Expense ³	\$3,314
Professional Development	\$605
Equipment/Maintenance/Hire	\$11,295
Property Services	\$31,588
Salaries & Allowances ⁴	\$24,576
Support Services	\$8,278
Trading & Fundraising	\$745
Motor Vehicle Expenses	\$4,057
Travel & Subsistence	NDA
Utilities	\$3,163
Total Operating Expenditure	\$354,143
Net Operating Surplus/-Deficit	\$30,214
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	\$69,827
Official Account	\$8,081
Other Accounts	NDA
Total Funds Available	\$77,908

Financial Commitments	Actual
Operating Reserve	\$14,082
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$3,498
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	\$18,081
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$35,661

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.