

2020 Annual Report to The School Community



School Name: Macedon Primary School (1660)



- 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 29 April 2021 at 12:46 PM by Matthew Forrest (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 03:05 PM by Justin Sawyers (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

Macedon Primary School is set in the bush land surrounds of the Macedon township. There are high levels of engagement from parents, students and the community in our school. The school is the custodian of five acres of bush-land opposite the school called Middle Gully Reserve. Through this custodianship the school drives a strong focus on sustainability and learning through the environment with an extensive outdoor education, camping and Landcare program. Specialist programs are provided in Visual Arts, Performing Arts, Physical Education and Indonesian. In 2020 there were 274 students enrolled. The staff comprises of 18.82 equivalent full-time staff: One principal class, 14.4 teachers and 4.42 education support staff. The Student Family Occupation (SFO) index is 0.2039 indicating a community with a high socio-economic advantage relative to other Victorian government schools. Our school vision is to provide comprehensive and innovative programs to enable our children to reach their full potential and to equip them with the skills and knowledge to become lifelong learners. To develop in children a sense of resilience and the ability to value themselves and others. To encourage the qualities of initiative, persistence and excellence to be successful in an ever changing world.

The school Values are:

Respect: Showing care for yourself, others, property and the environment

Responsibility: Being accountable for your words and actions

Creativity: Producing original ideas and using your imagination

Integrity: Being honest, sincere and trustworthy

Teamwork: Working together and learning collaboratively

Framework for Improving Student Outcomes (FISO)

2020 was a challenging year for all schools in Victoria. The challenges associated with multiple lock-downs and the swift move to online, flexible and remote learning stretched our staff, students and parents. Despite these challenges the school made progress in a number of the Framework for Improving Student Outcomes (FISO) dimensions.

FISO Dimension 1. - Evidence-based high-impact teaching strategies - Build teacher capacity to effectively use data to inform planning and differentiation of curriculum (KIS)

Our professional learning was adapted quickly throughout the year to support staff to adjust to remote learning. The professional learning was collaborative and was aimed to help staff make the most of the online tools such as teleconferencing, microblogging websites and video for lessons.

The strong collaborative nature of our staff group meant that we supported one another to make quick and dramatic adjustments to our traditional teaching approach under difficult circumstances. As we progressed through the year, we collected survey data from our students and families and adjusted our approach to meet the needs of our students. Teachers were constantly evaluating, modifying and adjusting their approaches to remote learning to maintain a focus on student learning and progress. As we gained confidence with the remote learning platforms we increased the use of online assessments to inform our practice.

FISO Dimension 2. Building practice excellence - Embed agreed instructional models in all curriculum areas across the school (KIS)

We established a focus on the 2020 Annual Implementation Plan (AIP) actions. For example we developed a remote guided reading model for staff to follow. When staff returned to school we continued our inquiry into the guided reading models used in classrooms. We adapted our reading resources to online reading resources so that we could continue our focus on guided reading as outlined in the AIP. In term four we were able to finalise one of our AIP goals, namely to implement the evidence based reading intervention program for students who were assessed to have made limited progress with their reading due to the remote learning period. The documentation, assessment and planning for this initiative was finalised in late 2020 and the program was able to begin quickly in 2021 to support these students.

FISO Dimension 3. Building communities - Improve students' engagement in their learning and develop stronger connectedness to school (KIS)

Due to COVID, it was difficult to improve the student connectedness to school during 2020, however we did improve

our connection with our parents and carers as partners in the remote learning. The remote learning period gave us direct access into the homes of our families and we were able to work alongside many of our parents. This connection with our families is something that we aim to continue and build upon as we return to a more typical school year in 2021.

Achievement

NAPLAN Relative Growth - Year 5

| | |
|------------------------|--|
| Measure - Relative | 2020 Target |
| Reading - High growth | Greater than 35% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Reading Low Growth | Less than 20% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Writing - High growth | Greater than 30% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Writing – Low Growth | Less than 20% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Numeracy - High growth | Greater than 35% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Numeracy – Low Growth | Less than 20% - Goal unable to be assessed due to NAPLAN being cancelled. |

NAPLAN Students in Top 2 Bands

Measure - Top Two Bands

2020 Target Year 3

| | |
|----------|---|
| Reading | 70% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Writing | 55% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Numeracy | 55% - Goal unable to be assessed due to NAPLAN being cancelled. |

2020 Target Year 5

| | |
|----------|---|
| Reading | 50% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Writing | 35% - Goal unable to be assessed due to NAPLAN being cancelled. |
| Numeracy | 45% - Goal unable to be assessed due to NAPLAN being cancelled. |

Despite NAPLAN not being conducted in 2020, the school monitored student achievement and growth with the Progressive Achievement Tests (PAT).

Engagement

2020 AIP

Staff Opinion Survey

Measure 2020 Target

Collective Responsibility 96% - Result 95% - Goal not met in 2020, however this result exceeds our strategic four year goal of >91%.

Collective Efficacy 91% - Result 92% - Goal met

Collective Academic Emphasis 85% - Result 76% - Goal not met

Parent Opinion Survey

Measure 2020 Target

Stimulating learning environment 78% - Result 71% - Goal not met in 2020, however this result exceeds our strategic four year goal of >70%.

School Improvement 83% - Result 74% - Goal not met in 2020, however this result exceeds our strategic four year goal of >66%

High expectations for success 90% - Result 82% - Goal not met

Student Opinion - Attitudes to School Survey

Measure 2020 Target

Stimulated Learning 80% positive - Result 66% - Goal not met

Learning confidence 80% positive - Result 71% - Goal not met

Motivation & Interest 80% positive - Result 71% - Goal not met

Teacher concern 80% positive - Result 76% - Goal not met

We expect that the above survey have results will have been negatively impacted by the disrupted year in 2020. Most of these results have been on a three year improvement trend and have taken a dip in 2020. Despite the unsettled year, there were many positives that came out of the year in terms of engagement that can be carried forward. When students re-engaged with their classroom and teachers after each of the lock-downs, classroom teachers took a well-being focus into their practice and supported students spending time re-developing classroom communities, and fostering positive relationships with their students.

Absences

The Department of Education uses attendance data to measure school engagement. Our average school absence is very close to the statewide average. The school takes an "every day counts" approach to student absence and works with families to ensure students with high levels of absence get the support they need to attend school.

Wellbeing

Staff Opinion Survey

Target

Trust in students and parents 91% - Result 90% - Goal not met in 2020, however this result exceeds our strategic four year goal of >86%.

Student Survey - Attitude to School Survey

Target

School Connectedness 82% positive responses - Result 87% - Goal met

Parent Opinion Survey

Target

School Connectedness 93% positive - Result 75% - Goal not met

There were many ways in which the school tried to adapt to the well-being concerns in 2020. The school conducted well-being checks with all families in the early part of the pandemic to check in and see if there were concerns that needed addressing in each individual family. The school developed a student well-being tracking system, whereby teachers reported their concerns to the leadership team and follow up supports were put in place. The educational support staff also conducted regular well-being checks for our vulnerable students and all vulnerable students were invited to attend school during the lock-down periods. The school also developed a partnership with a local private counsellor which has continued into 2021 and will support families to access counselling support for their students. One student in out of home care was linked in with external counselling supports through teleconference which was facilitated by the school.

Financial performance and position

Macedon Primary School programs were strongly supported in 2020 with over 90% of Essential Item fees from families collected which totalled \$49317. We also collected \$6239.80 in voluntary funds for the buildings and grounds and Middle Gully Reserve and \$4870 for the newly developed library fund. The PFA raised a net profit of \$3598 which was significantly impacted by the pandemic, as almost all fundraising events were cancelled.

Other sources of funding the school received include:

\$5000 in equity funding which is committed to programs to improve student outcomes.

\$63 510 in Government Grants which is attributed to the OSHC grants that the school receives for the child care rebate.

\$10 000 in Rolling Facilities Management support from DET.

\$17 181 in Government Grants to be spent on fire risk reduction tree works.

At the end of the 2020 school year the school had a balance of \$215 091 uncommitted funds in the schools official account. It is pleasing to note that the OSHC service did not make a loss for the first year in three years.

All funds have been expended or committed to subsequent years to support the achievement of educational outcomes.

For more detailed information regarding our school please visit our website at
<https://macedonps.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 274 students were enrolled at this school in 2020, 125 female and 149 male.

3 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.

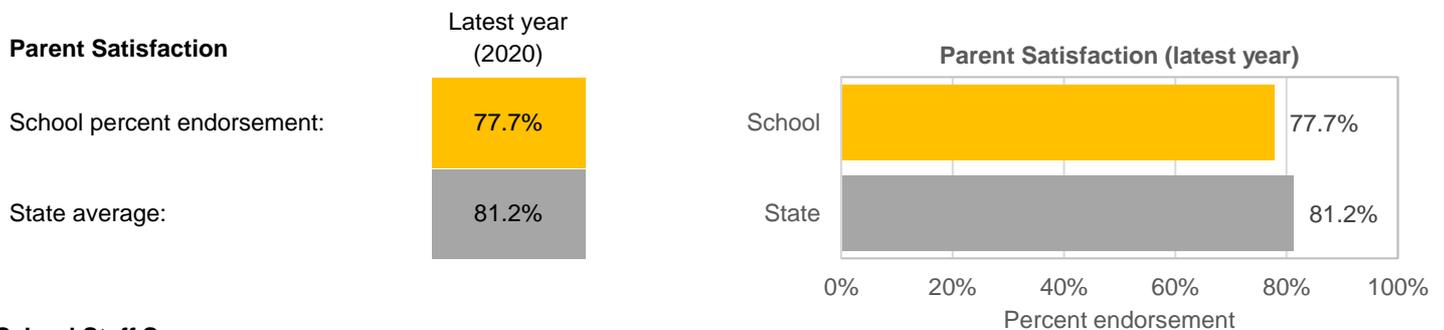
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

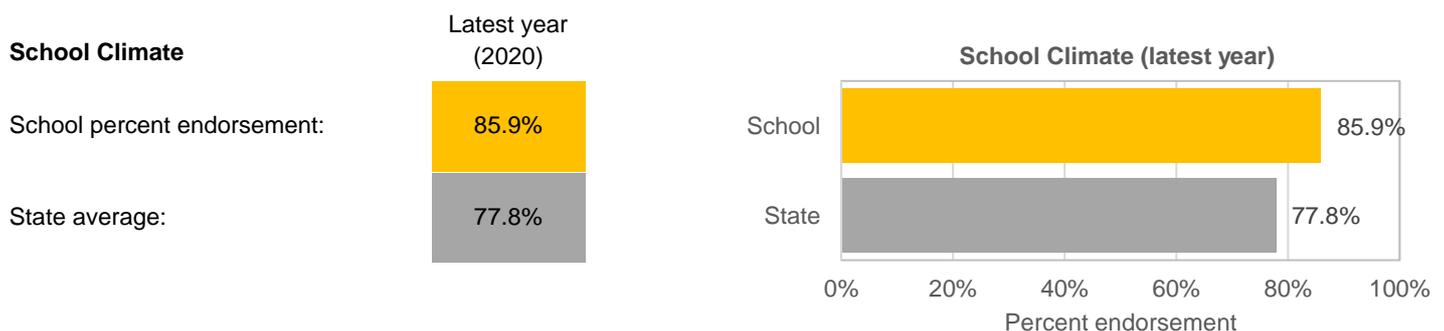


School Staff Survey

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:

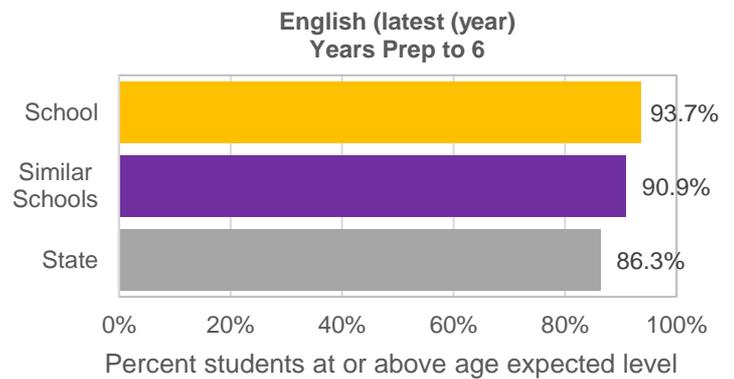
93.7%

Similar Schools average:

90.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

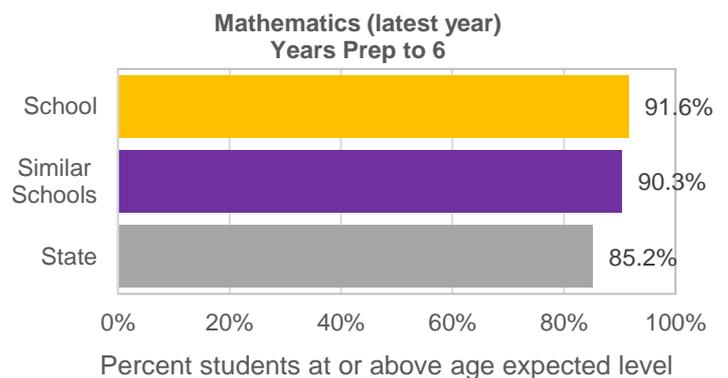
91.6%

Similar Schools average:

90.3%

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

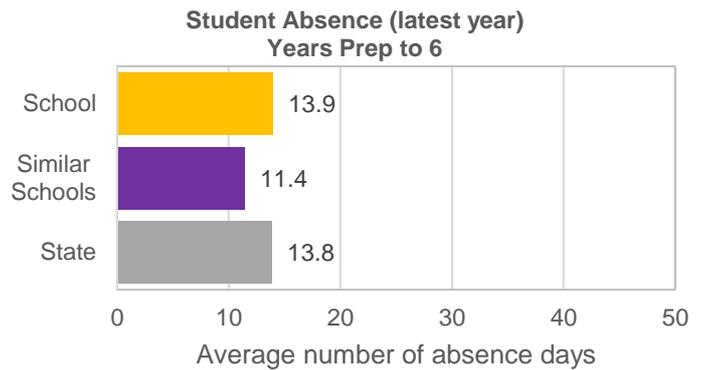
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 13.9 | 14.0 |
| Similar Schools average: | 11.4 | 14.4 |
| 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): | 95% | 93% | 92% | 91% | 91% | 93% | 94% |

WELLBEING

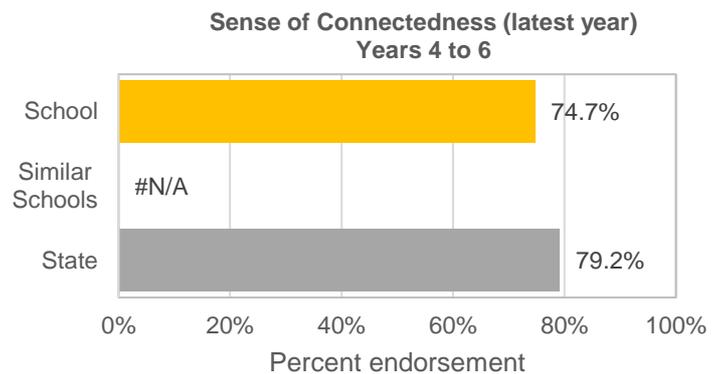
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 74.7% | 77.6% |
| Similar Schools average: | NDP | 78.8% |
| State average: | 79.2% | 81.0% |



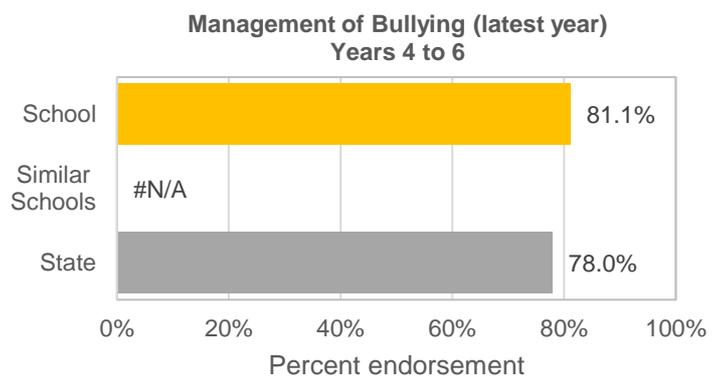
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 81.1% | 83.9% |
| Similar Schools average: | NDP | 80.6% |
| 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 | \$2,179,031 |
| Government Provided DET Grants | \$294,027 |
| Government Grants Commonwealth | \$79,160 |
| Government Grants State | \$0 |
| Revenue Other | \$22,732 |
| Locally Raised Funds | \$104,675 |
| Capital Grants | NDA |
| Total Operating Revenue | \$2,679,626 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$9,916 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$9,916 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,043,316 |
| Adjustments | NDA |
| Books & Publications | \$518 |
| Camps/Excursions/Activities | \$4,008 |
| Communication Costs | \$5,659 |
| Consumables | \$63,214 |
| Miscellaneous Expense ³ | \$9,393 |
| Professional Development | \$7,780 |
| Equipment/Maintenance/Hire | \$30,867 |
| Property Services | \$123,106 |
| Salaries & Allowances ⁴ | \$122,017 |
| Support Services | \$22,516 |
| Trading & Fundraising | \$2,876 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$31,320 |
| Total Operating Expenditure | \$2,466,591 |
| Net Operating Surplus/-Deficit | \$213,035 |
| 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 | \$182,238 |
| Official Account | \$31,827 |
| Other Accounts | \$1,931 |
| Total Funds Available | \$215,996 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$58,656 |
| Other Recurrent Expenditure | \$4,215 |
| Provision Accounts | \$2,300 |
| Funds Received in Advance | \$24,257 |
| School Based Programs | \$19,288 |
| Beneficiary/Memorial Accounts | \$2,135 |
| 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 | \$44,747 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$155,599 |

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.