

2020 Annual Report to The School Community



School Name: Falls Creek Primary School (5067)



- 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 18 March 2021 at 04:27 PM by Helen Whittaker (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 31 March 2021 at 12:44 PM by Elise Armitage (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

Falls Creek Primary School is a remote, rural school in an alpine environment in the Upper Kiewa Valley, 30 kilometres from Mount Beauty in north east Victoria. Our school workforce changes from summer to winter. In summer the school has two full time employees: the principal and a classroom teacher who both teach 5 days a week and in Term 3 the school employs two additional short-term staff to cater for temporary enrolments. The school is supported by a Business Manager 2 days per week. Student numbers vary seasonally, from an initial enrolment of 18 at the beginning of 2020, to a maximum of 40 in Term 3, (winter ski season). Winter enrolment numbers remained high, at 37 students, despite the cancellation of the ski season due to Covid-19.

The vision of Falls Creek Primary School is to provide a range of challenging, integrated and motivating learning experiences for our students spanning all areas of the Victorian Curriculum, which will develop high standards, foster high self-esteem, maximise each child's potential and prepare them for further education. This is done in a positive, caring environment with teachers, parents and students working together in partnership. This vision is the basis for all our teaching. The teachers at this school are extremely dedicated and truly care for all the students. They have high expectations ensuring that every student attains their maximum learning potential. We value: mutual respect, honesty and integrity, and responsibility. Our school has a strong environmental education program which is enhanced by our unique location adjacent to the Alpine National Park. In winter we have an extensive snow sports program. We also have a strong instrumental music program based around African drumming and ukulele.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiatives selected from 2018-21 School Strategic Plan for 2020 were: 1/ Excellence in teaching and learning: Building Practice Excellence and 2/ Positive Climate for Learning: Intellectual Development and Self-Awareness.

1/ Our school introduced VCOP and Big Write as a whole school writing improvement strategy in 2017. In 2020 we continued to focus on writing across the school. We embedded VCOP and Big Write and the process of student goal setting and self-assessment using student-friendly pathways. We shared writing moderation with Dederang Primary School to ensure consistency of teacher judgements, and participated in both the School Improvement Partnerships (SIP) initiative and PLC training with a group of 4 other local schools. Writing data for 2020 indicates that the sustained use of VCOP has continued to lift student performance in writing. Our 12-Month Target was to maintain performance from 2019 to 2020 of all students achieving on average 12 months gain on VC in Writing. All students met this target, with 6/18 students exceeding 12 months growth.

2/ In our small school students of all ages must learn to work and play cooperatively in a close-knit community. In order to promote self-awareness teachers continued to implement the Play is the Way program across the school, teaching social and emotional skills using guided play, classroom activities and an empowering language. Teachers also attended Respectful Relationships training and prepared the curriculum for introduction in 2021. Our 12-month target was to maintain Student Opinion Survey (SOS) results on the Student Voice and Agency section in the top quartile for 2020 and we achieved this target.

Staff worked hard to maintain a connection with all students during both periods of remote learning for Covid-19 lockdown, which was a particular challenge in Term 3 when we had an additional 19 winter students to teach, many of whom had only been at the school for 3 weeks when the lockdown started.

Achievement

The Achievement Goal of our school is to provide high quality programs which lead to high levels of achievement for all students. 2020 data demonstrates that 92.2% of our students are performing at or above the age expected standard in English, and 94.1% in mathematics. All our students have maintained or exceeded expected growth levels in Literacy and Numeracy relative to levels they achieved in the previous year. We ensure that all our students are extended and supported to improve their achievement within all areas of the Victorian Curriculum and that teaching is accurately targeted to the individual learner by effective use of assessment data.

NAPLAN testing was cancelled in 2020 due to Covid-19 so no data is available, but our SIP and PLC group focused on Grade 3 students who would have done NAPLAN in 2020 so that we have data to track them into future years.

Engagement

Student absences were significantly reduced from 2019 average of 19.1 per student to 2020 average of 8.3 days per year. We had a very high attendance rate during both periods of remote learning with students demonstrating a high level of engagement as a result of being individually catered for by our dedicated teachers.

The Engagement Goal for our school is to provide programs and approaches that develop high levels of student voice, intellectual engagement and self-awareness. In 2020 intellectual engagement and self-awareness were an AIP goal. In order to promote self-awareness teachers continued to implement the Play is the Way program across the school, teaching social and emotional skills using guided play, classroom activities and an empowering language. Our 12-month target was to maintain Student Opinion Survey (SOS) results on the Student Voice and Agency section in the top quartile for 2020 and we achieved this target.

Wellbeing

The Wellbeing Goal for our school is to provide seamless transition into, through and out of the school for students and families. Student 'Attitude to School Survey' data is extremely high which indicates that our students are happy and engaged in all areas of the school. Careful consideration is given to student pathways that facilitate effective transitions from pre-school to school and from primary to secondary school and we also ensure that opportunities are provided for socialization in a larger cohort of students. All pre-school students are given the opportunity to attend our school for transition days in Term 4 of the year prior to commencing school in order to establish familiarity with school routines and expectations and to develop relationships with existing school students. As an extension to our transition program all students engage with local cluster schools for sporting and cultural events several times each year. This enables our students to build relationships with students from other cluster schools prior to transition into secondary school. All Grade 5 and 6 students participate in a cluster transition program with Mount Beauty Secondary College which consists of orientation visits to the secondary school and a Grade 6/ Year 9 Buddy Day at Bogong Outdoor School. Transfer of key information regarding student needs prior to entering our school for 'winter only' students ensures that our students quickly settle into their new school environment. Although transition programs were difficult to achieve due to Covid-19 restrictions, we ensured that 2021 Prep and Year 7 students were given the opportunity to visit their next school and were well prepared for their transitions.

Financial performance and position

In 2020 the school received Commonwealth funding in the form of Bushfire Recovery Funding of \$20,000 to provide support for students and staff following the January 2020 bushfires. Late in the year DET provided \$11,000 for bushfire vegetation clearance to support us as a Bushfire at Risk school. Students received CSEF and State Schools Relief Funding of \$875 per head which provided a much needed boost for school uniform and camps and excursions. The school also received significant additional DET funding for Covid-19 cleaning. We successfully applied for a Landcare grant of \$4950 to undertake a Youth Bioblitz environmental project in Falls Creek in conjunction with scientific experts and the Falls Creek Kindergarten. The net surplus of \$57,205 was due to Bushfire Recovery funding remaining unspent as at the end of the year, funds being held for longer term asset replacement and maintenance projects, and funds held as Workforce Planning Provision to support staffing costs in 2021 when enrolment numbers and funding are expected to decrease.

For more detailed information regarding our school please visit our website at
<http://www.fallscreekps.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 19 students were enrolled at this school in 2020, 10 female and 9 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.

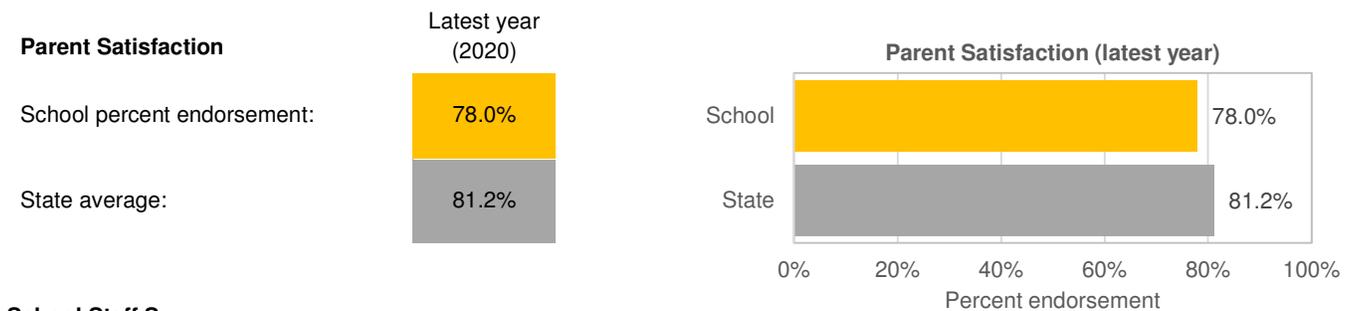
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

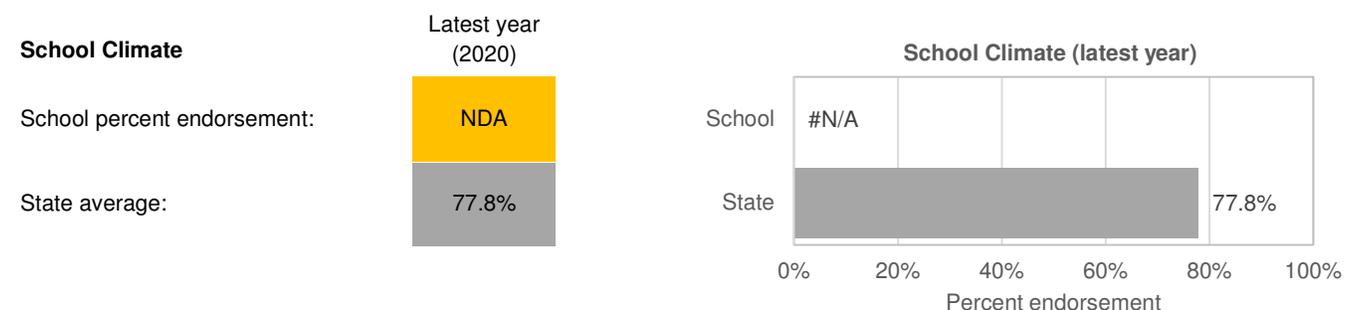


School Staff Survey

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:

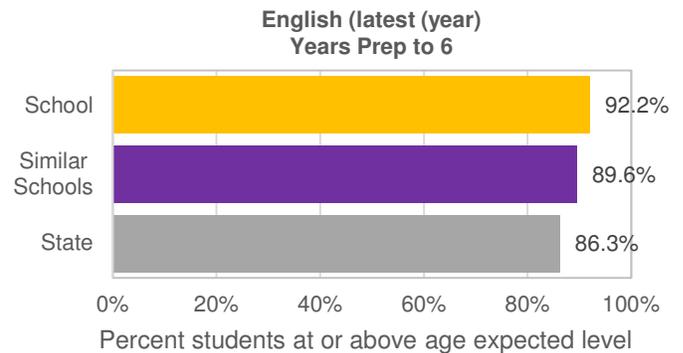
92.2%

Similar Schools average:

89.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

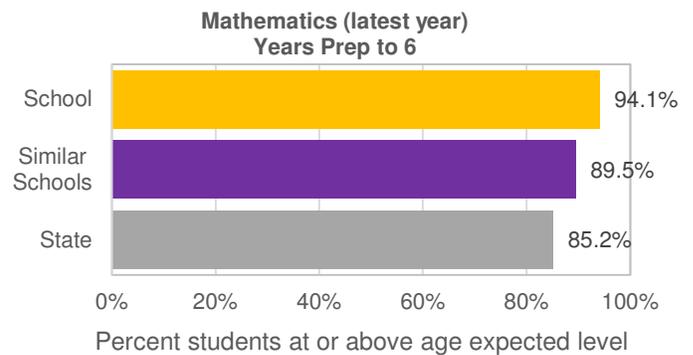
94.1%

Similar Schools average:

89.5%

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

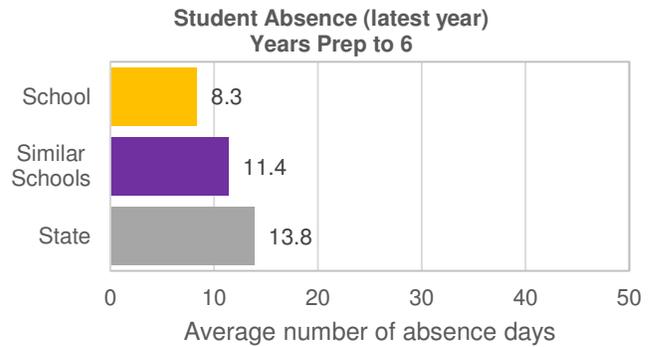
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	8.3	17.5
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):	94%	NDP	96%	97%	95%	95%	96%

WELLBEING

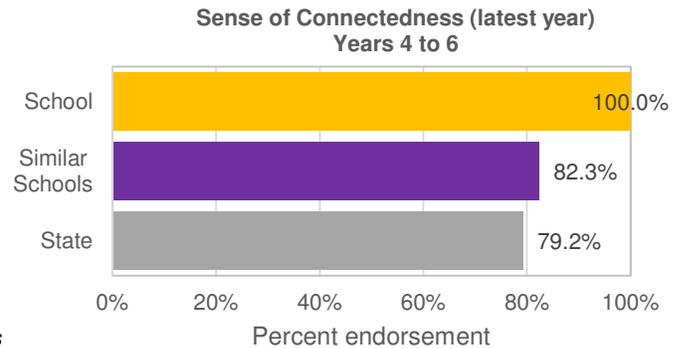
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	100.0%	96.9%
Similar Schools average:	82.3%	82.6%
State average:	79.2%	81.0%



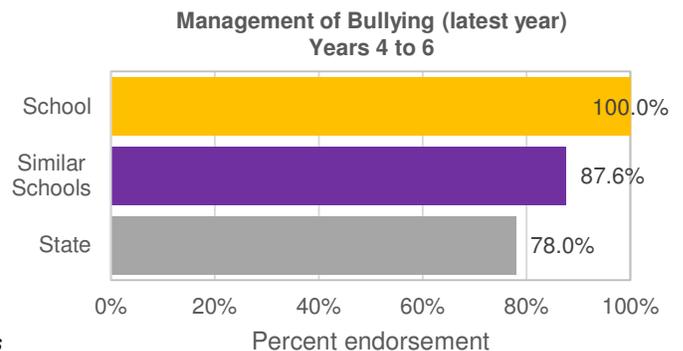
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	100.0%	98.7%
Similar Schools average:	87.6%	86.2%
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	\$317,779
Government Provided DET Grants	\$91,923
Government Grants Commonwealth	\$4,950
Government Grants State	\$11,241
Revenue Other	\$3,518
Locally Raised Funds	\$16,864
Capital Grants	NDA
Total Operating Revenue	\$446,274

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	\$308,943
Adjustments	NDA
Books & Publications	\$316
Camps/Excursions/Activities	\$886
Communication Costs	\$1,406
Consumables	\$7,536
Miscellaneous Expense ³	\$420
Professional Development	\$349
Equipment/Maintenance/Hire	\$6,295
Property Services	\$15,964
Salaries & Allowances ⁴	\$29,956
Support Services	NDA
Trading & Fundraising	\$5,317
Motor Vehicle Expenses	\$292
Travel & Subsistence	NDA
Utilities	\$11,388
Total Operating Expenditure	\$389,069
Net Operating Surplus/-Deficit	\$57,205
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	\$135,354
Official Account	\$3,267
Other Accounts	NDA
Total Funds Available	\$138,620

Financial Commitments	Actual
Operating Reserve	\$12,798
Other Recurrent Expenditure	\$527
Provision Accounts	\$655
Funds Received in Advance	\$23,275
School Based Programs	\$49,206
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$9,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$34,055
Asset/Equipment Replacement > 12 months	\$8,026
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$137,542

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.