

2022 Annual Report to the School Community

School Name: Anglesea Primary School (4332)



- 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 of the previous calendar year 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 05 April 2023 at 11:53 AM by Murray Surkitt (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 April 2023 at 12:16 PM by Peter Crowcroft (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

The Anglesea Primary School vision and values statement is 'Anglesea Primary School is a creative and fun learning environment that promotes the following values: Respect, Responsibility, Kindness and Collaboration. Students will strive to achieve their personal best and become independent and resilient learners who make a positive contribution to the community and the environment'. At the beginning of 2022, 160 students (72 female and 88 male) were enrolled at the school. 0 percent of students had English as an additional language and NDP percent were of Aboriginal or Torres Strait Islander background. The Junior Learning community consisted of one Home Group of Prep students (18 children) and three Home Groups of Grade 1+2 students (50 children). The Senior Learning community consisted of two Home Groups of Grade 3+4 students (45 children) and two Home Groups of Grade 5+6 students (47 children). Workforce composition consisted of 9.8 teachers, 1.8 education support staff, 1 full-time business manager and the principal.

Anglesea Primary School is located in the Surf Coast Shire of Victoria, 38 kilometres south-west of Geelong. The school prides itself on being an active member of the Anglesea community and consistently seeks opportunities for students to participate in authentic projects with local community groups. The buildings at Anglesea PS offer flexibility and allow both internal and external environments to be utilized as learning spaces. In 2021 a new relocatable classroom provided extra classroom space to cater for growing student enrolment. The Imaginative Play Space and Vegetable Garden provide opportunities for students to engage in Outdoor Learning. After submitting successful grant applications in 2022, in 2023 the school is aiming to build an Outdoor Learning Centre next to the Grade 5/6 classroom, a gazebo over the outdoor seating in the vegetable garden and an Inclusive Playground near the oval. These will provide additional opportunities for students to learn and play in the natural environment that Anglesea Primary School provides.

Progress towards strategic goals, student outcomes and student engagement

Learning

To address the 2020-2024 School Strategic Plan goal of 'Maximise the learning growth of every student', the school focused on the Key Improvement Strategy 'Renew Professional Learning Community model with a focus on building staff capacity to challenge and extend students'. In 2022 the school focused on Writing by planning, implementing, monitoring and evaluating a whole-school PLC approach each term. The school also continued to participate in the Primary Maths Specialist program to upskill two teachers to become mathematics specialists, with the aim being to improve teacher practice across the school and student learning outcomes.

The school provided funds to employ a Tutor to support students who had not achieved expected growth due to the impact of COVID-19. The DET High Ability Program was used to challenge and extend students in English and Maths. The school also used funding to employ additional teacher aides, as well as a Wellbeing Officer, to provide additional support to students and teachers. Disability Inclusion funding was used to initiate a Learning Support Program for students with a disability.

To build staff capacity to challenge and extend students, a range of professional learning was provided to staff. This included using the PLC approach to challenge and extend students in Writing and using 'the top 10 strategies to engage all learners' in Maths. Teachers also attended professional learning to build their capacity to implement the Soundwrite program to improve teacher practice and student outcomes in spelling and writing.

Highlights of the year included the school climate section of the school staff survey being above state average and the percentage of Grade 5 students achieving in the top 3 Bands of NAPLAN, for both Reading and Numeracy, being above state average.

Wellbeing

To address the 2020-2024 School Strategic Plan goal of 'Improve the health and wellbeing outcomes for every student', the school focused on the Key Improvement Strategy 'Enhance teacher capacity to meet the needs of all learners'. In 2022 the school prioritised available funds to employ a Wellbeing Officer to support student and staff wellbeing. A termly Wellbeing Plan was developed and implemented, focusing on teaching the school values using the DET initiatives of School Wide Positive Behaviour Support as well as Resilience, Rights and Respectful Relationships.

To promote the many Outdoor Learning opportunities the school grounds provide, the school set a goal for 20% of all classes to be held outside. Students and teachers made greater use of the vegetable garden and imaginative play space to hold lessons outside.

The Year 6 Values Captains continued to meet with the staff Wellbeing Team to promote the Value of the Week at Friday assembly. Students received awards to acknowledge their efforts to model the values which promote a positive climate for learning, build positive relationships and improve wellbeing across the school.

A range of professional learning was provided to staff to improve the health and wellbeing outcomes of students. Four teachers attending Day 1 and 2 of Berry Street training to increase engagement of students with complex, unmet learning needs and to successfully improve all student's self-regulation, relationships, wellbeing, growth and academic achievement. Teachers continued to use resources and engage in professional learning related to the DET initiatives of School Wide Positive Behaviour Support as well as Resilience, Rights and Respectful Relationships.

The 2022 Attitudes to School Survey data showed the percentage of endorsement for 'Sense of Connectedness' and 'Management of Bullying' was below state average. At the time the survey was administered a significant number of Grade 6 students were absent due to COVID-19 and did not complete the survey.

Engagement

In 2022 the school aimed to provide authentic, challenging and fun learning tasks and activities for the students given the lack of opportunities available in 2020 and 2021 due to the impact of COVID-19. Highlights included the Parents Club 'Colour-Run' and 'Spooky Disco'. The school also implemented Lunchtime Clubs including Art, Coding and Book Clubs. Local community group ANGAIR visited the school to teach the children how to care for plants in our school grounds and how to plant new and native plants. Harmony Day, Idahobit Day and Bookweek were celebrated with students and staff coming to school dressed as a favourite book character. The two-week Beach Safety and Awareness program was held as well as Ride 2 School Day. Students participated in inter-school sporting events such as Athletics, Soccer, Football, Netball, Cross Country, Nippers and Tennis and the schools House Sports were held.

Grade 5+6 students participated in the CFA Project to learn about fire behaviour. Grade 3+4 students spent time in the vegetable garden beds to prepare them for planting as part of our Stephanie Alexander Kitchen Garden program. The Grade Prep to 2 students attended an excursion to the Werribee Zoo and the Camping program was also held (Prep/One Breakfast, Grade 2 overnight camp, Grade 3+4 and Grade 5+6 two-night camp).

Student work samples were shared with parents/carers via Seesaw and Open Afternoons were held to allow parents/carers to visit classrooms and view some of the students work. Kids Hope trained mentors visited the school to spend time with children identified as needing extra support with their learning, engagement and wellbeing.

The average number of student absence days Years Prep to 6 was above state average. Common reasons for non-attendance included illness and extended family holidays.

Financial performance

The schools financial position at the end of 2022 was similar to 2021. Revenue increased due to increased student enrolment and participation in the Primary Maths Specialist program. Locally Raised Funds increased with the return of the Riverbank Markets. Some expenditure areas increased compared to 2021 being Utilities, Trading and Fundraising, Property Services and Professional Development with staff returning to face-to-face sessions rather than online. The school experienced an operating surplus of \$154,391 partially for the reasons above, partially due to funds held for the Surf Coast Sporting Association. We also experienced an increase in carry forward funds related to Bushfire Vegetation Reduction funding as well as Resilience, Rights and Respectful Relationships funding. Other carry forward funds related to family payments in advance and unallocated Camps, Sport and Excursions as some of these activities did not occur due to the impact of COVID-19.

For more detailed information regarding our school please visit our website at
www.angleseaps.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 2.0 (FISO 2.0).

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 160 students were enrolled at this school in 2022, 72 female and 88 male.

0 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).

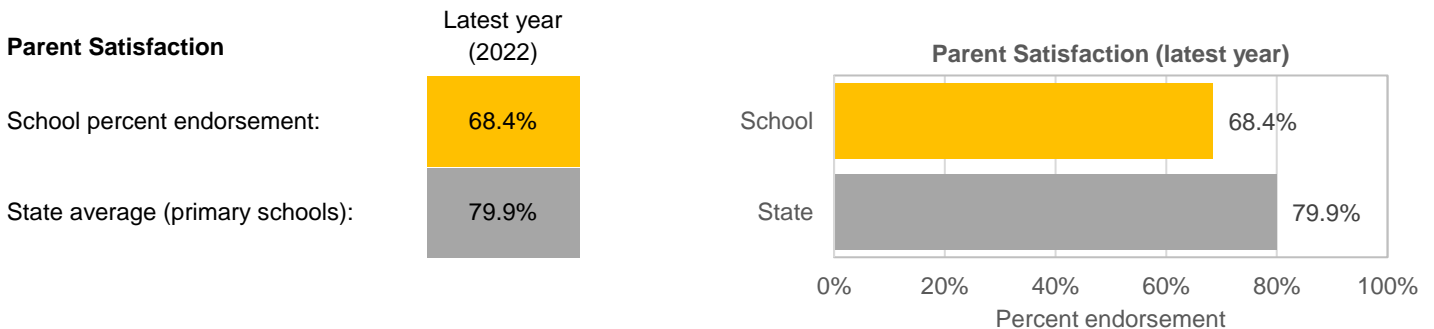
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

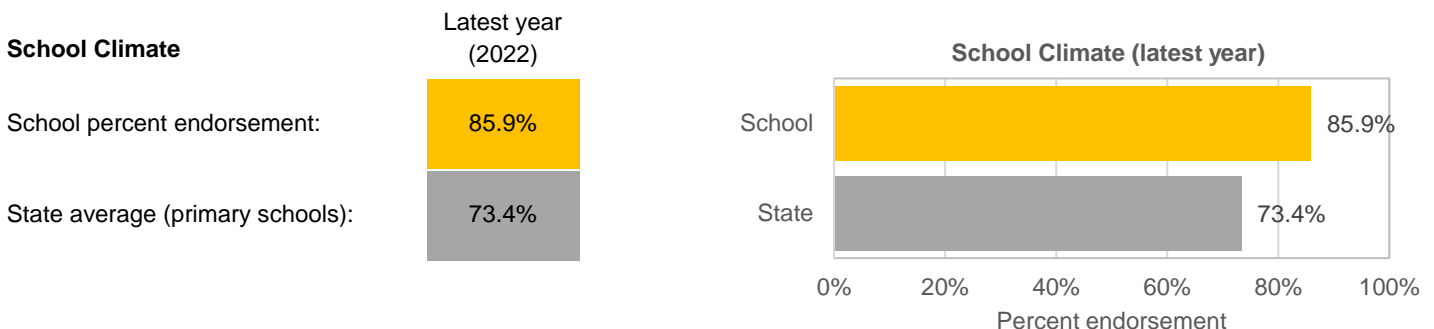


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

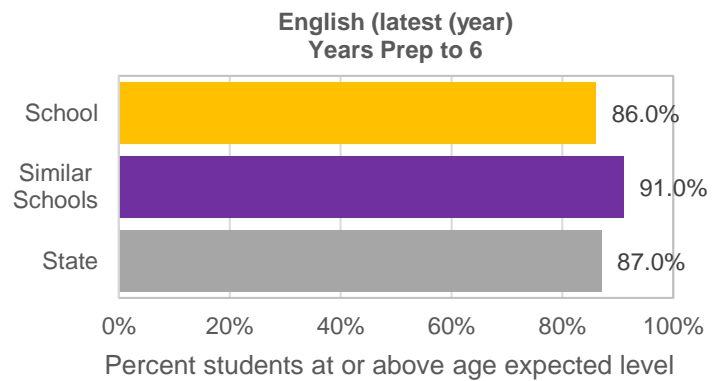
86.0%

Similar Schools average:

91.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

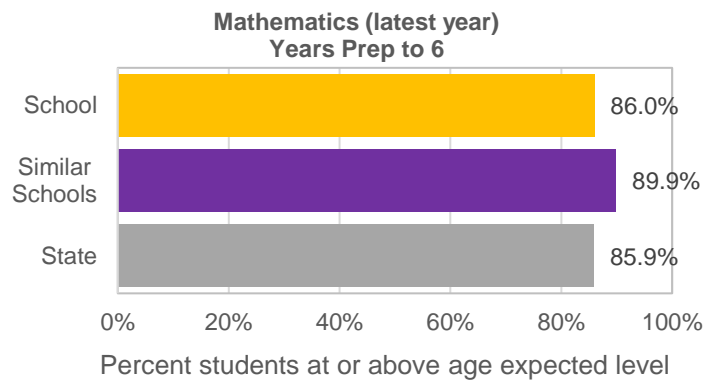
86.0%

Similar Schools average:

89.9%

State average:

85.9%



LEARNING (continued)

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.

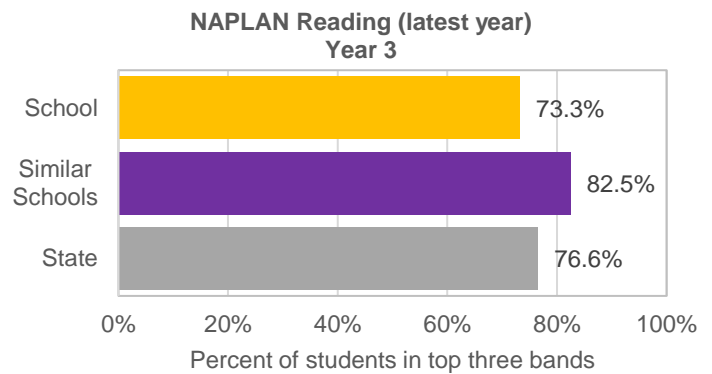
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

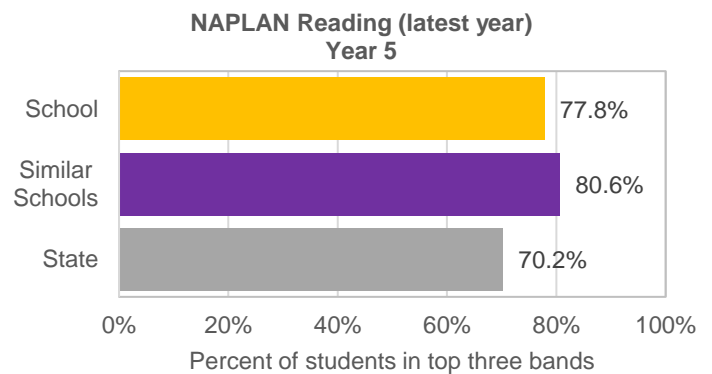
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	77.8%
Similar Schools average:	82.5%	84.6%
State average:	76.6%	76.6%



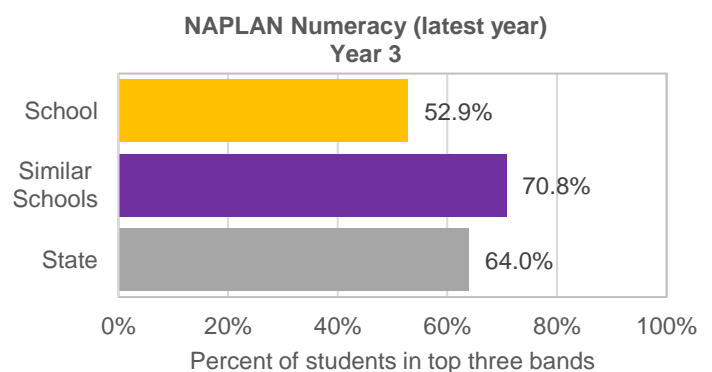
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	78.7%
Similar Schools average:	80.6%	79.0%
State average:	70.2%	69.5%



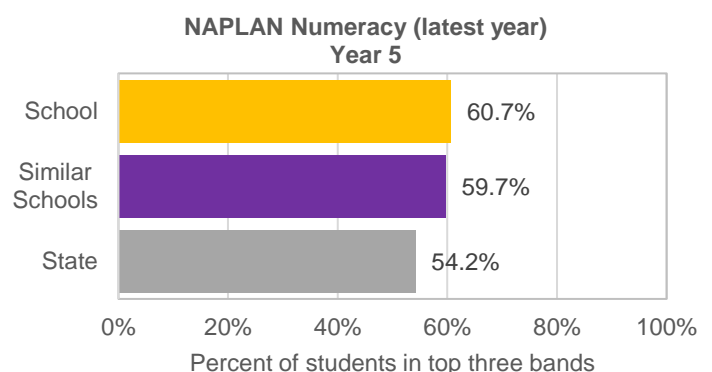
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.9%	62.5%
Similar Schools average:	70.8%	74.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.7%	65.1%
Similar Schools average:	59.7%	65.8%
State average:	54.2%	58.8%



WELLBEING

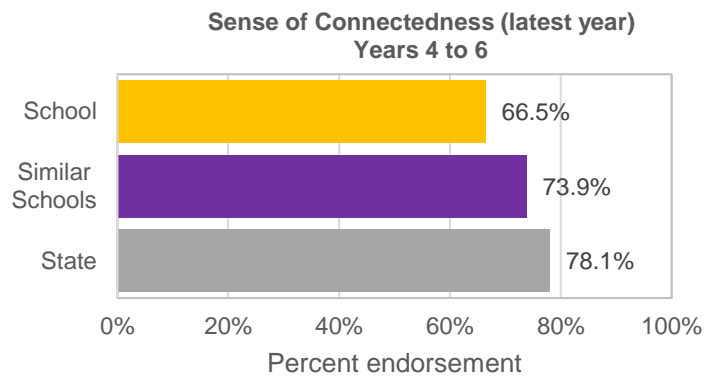
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.5%	72.9%
Similar Schools average:	73.9%	76.7%
State average:	78.1%	79.5%

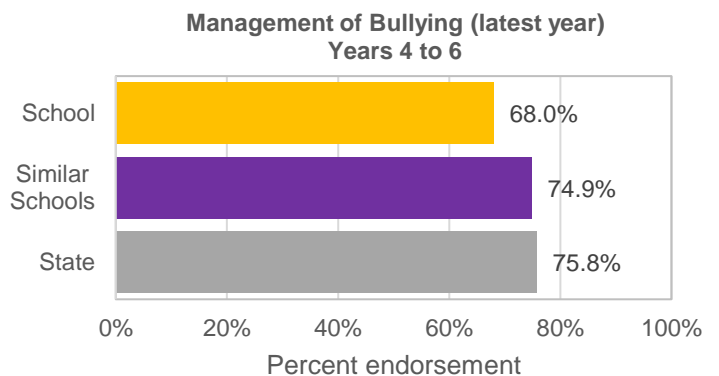


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	68.0%	76.2%
Similar Schools average:	74.9%	78.5%
State average:	75.8%	78.3%



ENGAGEMENT

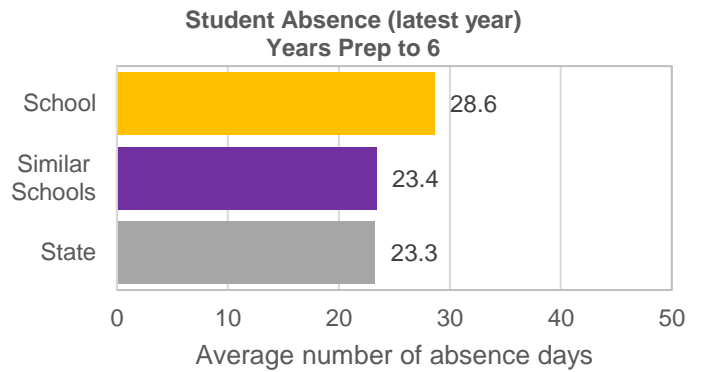
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	28.6	23.1
Similar Schools average:	23.4	16.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	84%	85%	90%	86%	84%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,733,634
Government Provided DET Grants	\$323,188
Government Grants Commonwealth	\$30,750
Government Grants State	\$5,600
Revenue Other	\$18,585
Locally Raised Funds	\$143,653
Capital Grants	\$0
Total Operating Revenue	\$2,255,409

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,931
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,931

Expenditure	Actual
Student Resource Package ²	\$1,625,864
Adjustments	\$0
Books & Publications	\$3,403
Camps/Excursions/Activities	\$41,100
Communication Costs	\$2,543
Consumables	\$38,195
Miscellaneous Expense ³	\$6,265
Professional Development	\$12,161
Equipment/Maintenance/Hire	\$23,091
Property Services	\$102,242
Salaries & Allowances ⁴	\$173,849
Support Services	\$23,327
Trading & Fundraising	\$26,341
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,636
Total Operating Expenditure	\$2,101,018
Net Operating Surplus/-Deficit	\$154,391
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$277,522
Official Account	\$11,131
Other Accounts	\$0
Total Funds Available	\$288,653

Financial Commitments	Actual
Operating Reserve	\$69,647
Other Recurrent Expenditure	\$512
Provision Accounts	\$5,361
Funds Received in Advance	\$11,095
School Based Programs	\$44,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,813
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$21,919
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$173,847

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.