2020 Annual Report to The School Community

School Name: Shepparton East Primary School (1713)

- 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 23 April 2021 at 02:55 PM by Stacey Willaton (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 29 April 2021 at 10:50 AM by David Fox (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

Shepparton East Primary School's vision is to ensure that its students receive a high quality education through a relevant and dynamic curriculum in a secure and caring environment. During 2020, the school strived to meet the individual needs of all of its 265 students, catering for those who required special assistance as well as fostering talents and interests.

The curriculum at Shepparton East Primary School has a strong emphasis on Literacy and Numeracy, differentiating high quality tasks to meet the learning needs of our students. Inquiry and Play-Based learning is also incorporated into our curriculum, with students valuing the wide array of engaging activities available to them. Specialist Teachers for Performing Arts, Physical Education, Art and Science allow us to cater for all student needs and interests. Students also have the opportunity to participate in a wide variety of sporting events, excursions and camping programs. Our school practises School Wide Positive Behaviours, promoting the values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Through the explicit teaching of these values, the school provides an inclusive and supportive environment.

The school consists of twelve classrooms that foster open learning, an administration area and other facilities including a Library, Art room and Multi-purpose room. The school has 23.6 equivalent fulltime staff: 1.0 Principal Class, 1.0 Assistant Principal, 15.2 Teachers, 5.6 Education Support staff and an 0.8 Chaplain. In addition to this, SEPS also offers Guitar, Piano and Choir lessons through specialist personnel.

Framework for Improving Student Outcomes (FISO)

In 2020, the identified FISO priority focused was to further develop 'Excellence in teaching and learning'. With the overall goal of increased student learning outcomes, 'Building practice excellence' and 'Evaluating impact on learning' was the key initiative selected based on the following reasons:

- Identified Threshold and NAPLAN data.
- The need for further embedment of the school's systems for collaboration, classroom observation and the modelling of effective practice and feedback.
- Utilising the PLC initiative to build teacher capacity and data literacy and therefore evaluate the impact of teaching on learning.

During the year, progress was made (although hindered due to COVID-19) through refined observation and modelling practices, with modelling, mentoring and classroom observations occurring across all classes. Through a Professional Learning Communities approach, resources were optimised for effective team leadership, increased teacher capacity and improved student learning outcomes. All curriculum content, assessment and documents were also revised. The Key Improvement Strategy used to achieve the above mentioned outcomes included:

- Through the Professional Learning Community (PLC) initiative, build teacher capability to utilize data and a range of assessment strategies to teach to each student's point of learning and evaluate the impact of teaching on learning..

This Key Improvement Strategy involved such actions and milestones as:

- Modifying the leadership structure and establishing a School Improvement Team to build staff capacity and increase student learning outcomes.
- Refining school pedagogy and ensuring clear and consistent expectations across all curriculum areas across the school.
- Refining the timetable to allow greater teacher collaboration and enhance PLC practices.
- The development of a Professional Learning Program to support literacy and numeracy differentiation, teacher

planning and lesson structure.
- The establishment of explicit PLC structures, processes and expectations, including adopting the DET Inquiry Cycle to inform our teaching and learning processes.
- The development of 5 week cycles in the areas of Literacy, Numeracy and PBS to identify key items to focus on.

Achievement

The school is proud of its achievements in student learning throughout 2020 and is always striving for continual improvement. Throughout remote and flexible learning SEPS continuously maintained student engagement and developed a range of assessments. Through common assessments and teacher moderation, 2020 teacher judgment results indicate that students performed at similar standards for English and Mathematics to comparison schools. Teacher judgements are based on a wide range of data sources and assessments, with these being triangulated to provide an accurate indication of each student's point of learning and academic achievement.

In 2020 NAPLAN test were not conducted due to COVID-19.

Student achievement has been supported through targeted professional learning in Literacy and Numeracy across the school. The school continued its second year as a Primary Mathematics and Science Specialist school, receiving ongoing coaching, in-class support and professional development around best practice teaching and learning. Through Professional Learning Communities professional development the school has also seen refinement of team planning practices, enhanced data collection and analysis and targeted teaching to increase student outcomes. Due to the structure of our timetable this successfully continued throughout remote and flexible learning. Mentoring, modelling and classroom observations are also utilised to ensure consistent practices and pedagogy across the school.

Engagement

Students at SEPS have a strong sense of belonging and enjoyment at school, which is generally demonstrated through their regular attendance. Due to many factors during 2020 such as remote and flexible learning and illness, attendance results were slightly higher than comparison schools in 2020 and slightly higher than comparison schools over the 4-year average. All of the staff at SEPS worked hard during remote and flexible learning to maintain accurate attendance data a maintain communications with all of our families. Students are actively engaged through our differentiated curriculum and the data is attributable to the many opportunities available to all students at SEPS. Through explicitly linking student interests to best-practice teaching, students are taught at their point of learning in an engaging and real-world context that promotes greater student ownership over their learning.

Promoting student engagement through our specialist classes, the school has an exemplary performing arts program, science program, visual arts program and physical education program which provide students with many opportunities to develop their skills and interests under the tutelage of specialist instructors.

The students also have the opportunity to take part in a wide variety of sporting teams such as netball, football and soccer, although these were also limited in 2020. All students in Prep - 6 take part in the camps and cultural performance programs, with links being made to the curriculum programs in class. Due to COVID-19 SEPS was able to offer its camps and cultural performance on a limited scale. Our Year 6 students were able to attend Canberra early in Term 1.

As an eSmart school, ICT is embedded across the curriculum, being utilised to enhance learning opportunities through students having access to iPads, netbooks and interactive whiteboards. All students were able to access ICT devices during remote and flexible learning.

Wellbeing

Shepparton East Primary School is committed to ensure a safe and proactive environment where students feel secure and supported. The attitudes to School Survey was not conducted in 2020 due to COVID-19. Positive 2019 results have indicated that 'Sense of Connectedness' and is statistically similar to comparison schools and 'Management of Bullying' is slightly below. We will continue to focus on these during 2021.

To support the wellbeing of our students, we have consistent whole school and classroom behaviour management systems, promoting positive behaviours through also linking our positive acknowledgement systems to our four school values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Behavioural data is collected to inform priority areas of focus and our values are explicitly taught each week. Our SWPBS team continued to meet during remote a flexible learning.

As part of our holistic approach to developing the whole child and supporting our families, a School Chaplain is employed for 4 days per week, running such programs as our Breakfast Program. The Chaplain is available for students, parents and staff to talk to and when necessary, links with outside organisations such as Family Care, Speech Therapy and Psychologists are made.

Our transition processes from pre-school to school and primary school to secondary school is supportive, encouraging and accommodating for both students and their families. Our Ready, Set, Prep program, parent information sessions, "Transition Day" activities and Open Days all combine to provide a smooth and enjoyable experience at our school. We were able to offer a modified part online/part at school transition for our 2021 Prep students.

To further build upon our practices, we will continue to have high expectations in regards to student welfare and consistent SWPBS processes, also focusing on respectful relationships as part of our school-wide practices. In addition to this, our Buddies and Student Leadership programs will continue to be offered and our School Chaplain will be utilised in proactive programs based on staff, parent and student wellbeing.

Financial performance and position

The school has demonstrated a strong financial performance in 2020, with the annual result being a surplus. Sources of funding included the expansion of our OSHC program and special grants received which were used to increase the resources available, professional learning provided and the programs offered at SEPS including the PMSS program. Other additional funds to the SRP received from the Government included the National Schools Chaplaincy Program funding, allowing for the engagement of a school chaplain to support the welfare needs of our community. Equity funding and inclusive grants were also received, leading to increased academic and welfare supports, resources and practices. Involvement in the PMSS allowed us to increase supports across the school. Fundraising activities and sponsorship were greatly limited in 2020.

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 265 students were enrolled at this school in 2020, 116 female and 149 male.

2 percent of students had English as an additional language and 3 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.
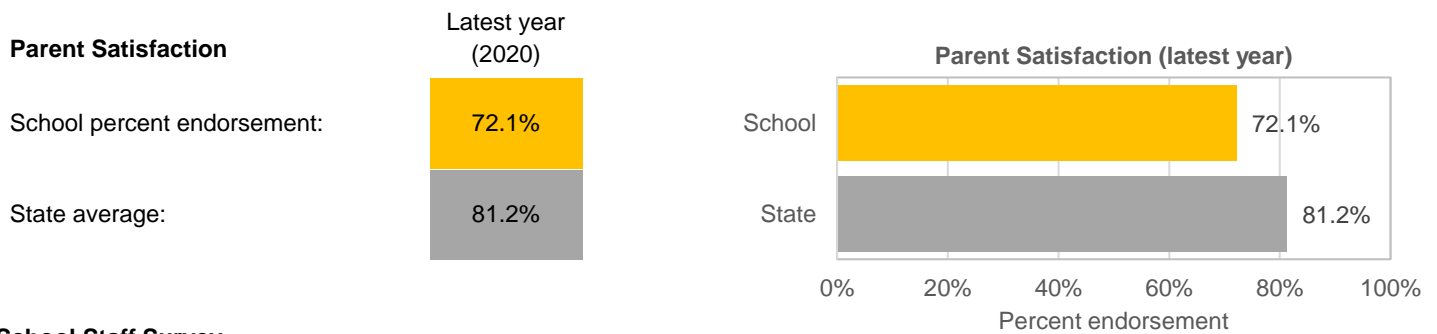
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
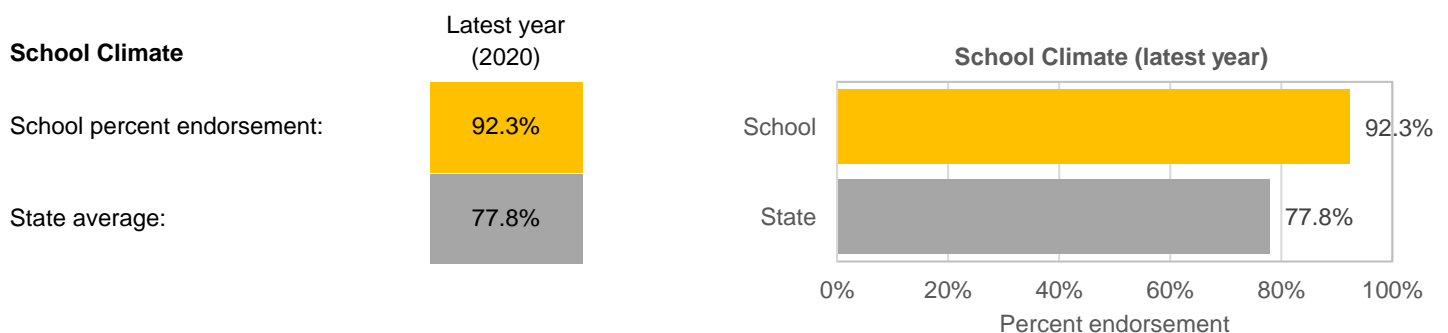
Parent Satisfaction	Latest year (2020)
School percent endorsement:	72.1%
State average:	81.2%

Parent Satisfaction (latest year)

School — 72.1%
State — 81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	92.3%
State average:	77.8%

School Climate (latest year)

School — 92.3%
State — 77.8%

Percent endorsement

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)

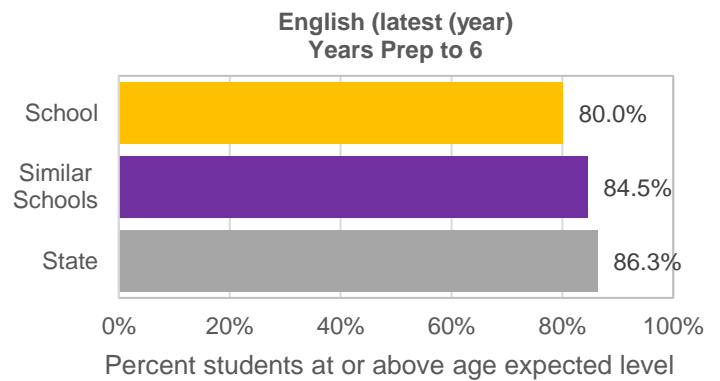School percent of students at or above age expected standards: **80.0%**

Similar Schools average: **84.5%**

State average: **86.3%**

English (latest (year)
Years Prep to 6

School	80.0%
Similar Schools	84.5%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: **83.5%**

Similar Schools average: **84.7%**

State average: **85.2%**

Mathematics (latest year)
Years Prep to 6

School	83.5%
Similar Schools	84.7%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

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).

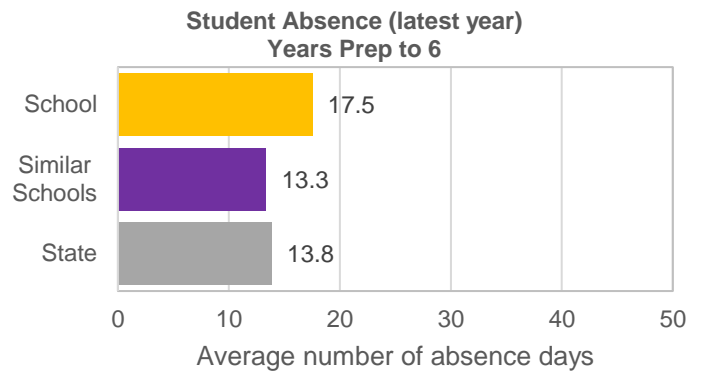NAPLAN tests were not conducted in 2020.

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:	17.5	17.6
Similar Schools average:	13.3	15.0
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	17.5
Similar Schools	13.3
State	13.8

Average number of absence days

Attendance Rate (latest year)

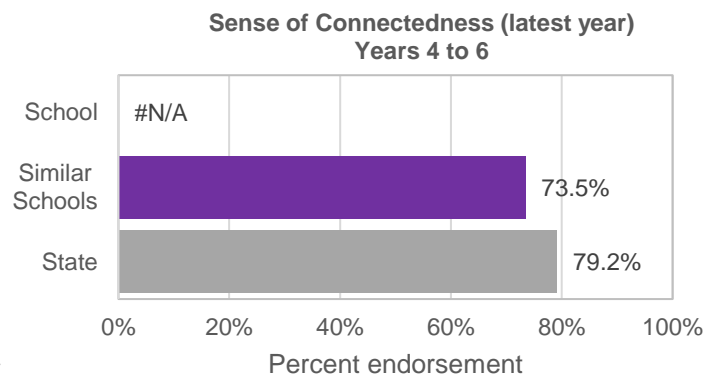|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	93%	91%	92%	88%	92%	93%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

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

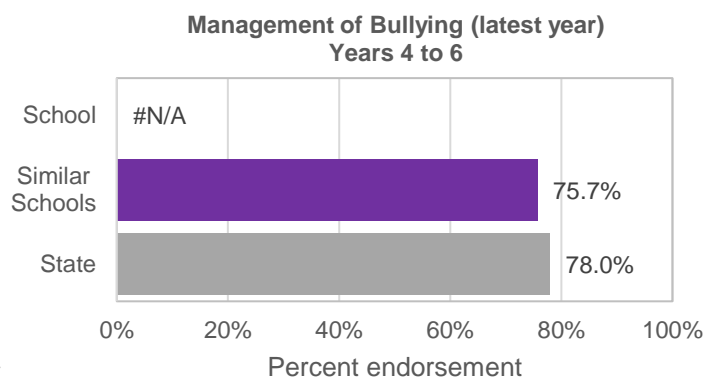| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	76.1%
Similar Schools average:	73.5%	79.1%
State average:	79.2%	81.0%

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.

Sense of Connectedness (latest year) Years 4 to 6

School #N/A
Similar Schools 73.5%
State 79.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.0%
Similar Schools average:	75.7%	80.2%
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.

Management of Bullying (latest year) Years 4 to 6

School #N/A
Similar Schools 75.7%
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$2,143,123
Government Provided DET Grants	$378,369
Government Grants Commonwealth	$12,158
Government Grants State	$800
Revenue Other	$244,024
Locally Raised Funds	$197,607
Capital Grants	NDA
Total Operating Revenue	**$2,976,082**

Equity [1]	Actual
Equity (Social Disadvantage)	$40,354
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$40,354**

Expenditure	Actual
Student Resource Package [2]	$2,136,159
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$28,913
Communication Costs	$8,913
Consumables	$100,371
Miscellaneous Expense [3]	$16,355
Professional Development	$17,621
Equipment/Maintenance/Hire	$11,123
Property Services	$117,906
Salaries & Allowances [4]	$404,041
Support Services	NDA
Trading & Fundraising	$23,425
Motor Vehicle Expenses	NDA
Travel & Subsistence	$439
Utilities	$26,901
Total Operating Expenditure	**$2,892,167**
Net Operating Surplus/-Deficit	**$83,915**
Asset Acquisitions	**$444**

(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	$289,362
Official Account	$135,215
Other Accounts	$36,813
Total Funds Available	**$461,389**

Financial Commitments	Actual
Operating Reserve	$120,503
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$10,938
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	$36,813
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$168,253**

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.