

# 2020 Annual Report to The School Community



**School Name: Andersons Creek Primary School (5104)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 March 2021 at 08:41 AM by Susan Dyos (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 March 2021 at 09:25 PM by James Harris (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Anderson's Creek Primary School aims to create a culture of high expectations for our 315 (147 females and 168 males) students in a safe and stimulating learning environment around our core values of Respect, Optimism, Responsibility and Honesty. We are committed to the highest possible standards of teaching and learning at every level and aim to develop the whole child. We have many whole school and community activities that are supported by our parents and the wider community. Our school motto is "Learning with the Community".

High academic achievement in Numeracy and Literacy is a key focus. We provide a broad range of learning opportunities for our students in other curriculum areas which include: Science, Information and Communication Technologies, Visual Arts, Health and Physical Education, L.O.T.E. (Italian) and Performing Arts. We also offer student leadership opportunities, Literacy intervention through the MiniLit and MultiLit programs and Kids Hope Mentors.

In 2020 students and teachers developed educational programs for Remote Learning and used the online platforms of Google Classrooms and SeeSaw to deliver teaching. Daily class meets were held and students were engaged in small group live stream classes. Teachers conducted regular wellbeing checkins with families and attendance was closely monitored.

Anderson's Creek has a strong commitment to the development of a whole school approach to curriculum delivery and in particular, the use of Writer's and Reader's Workshop as instructional models to promote differentiation and enhance student engagement. We are committed to developing student wellbeing and building resilience. We continue to use a range of programs to support student wellbeing including Restorative Practices, Circle Times, CARE groups and lunchtime clubs. Through these and other programs, we are aiming to improve engagement and school connectedness and consequently minimise absences. We focus on differentiating the curriculum for every child using relevant data and the Victorian Curriculum to drive the teaching and learning.

In 2020, the school had 13 classrooms, multi-use Indoor Stadium, 440 seat Performing Arts theatre, newly laid synthetic oval and netball/basketball courts, Visual Arts room, Library Resource Centre, outdoor learning area and canteen. Our ICT resources now comprise of iPad class sets for Level 2, 3 and 4 and Notebook class sets in Level 2 and 4 and projectors in most classrooms.

Our Out of School Hours program, Their Care, operates 5 days a week before and after school. Our staffing profile consisted of Principal 1.0, Acting Assistant Principal 0.6, 11 fulltime class teachers, 2 part time class teachers, 4 part time specialist teachers, 1 part time Literacy Intervention teacher and 8 Education Support Staff comprising of 5 Integration Aides and 3 Administrative Staff. All teachers at the school meet the registration requirements of the Victorian Institute of Teaching.

A SSS Key Contact met with Leadership to discuss the wellbeing of students and potential referrals. School psychologists and speech therapists were allocated through the Student Online Case System (SOCS). Due to Covid and extended lockdowns, the SSS service offered was compromised.

Our school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in School.

### Framework for Improving Student Outcomes (FISO)

In 2020 Anderson's Creek Primary School focused on the improvement initiatives of building practice excellence and developing curriculum planning and assessment through the refinement of the instructional models. Significant progress has been made towards achieving our initiatives including developing whole school processes to support the implementation of our key improvement strategies. Staff undertook the modified Performance and

Development process as directed by DET. Staff have undertaken further professional development in Reader's Workshop and we commenced transitioning from PM benchmarking to Fountas and Pinnell benchmarking. Peer observation, coaching and mentoring took place where possible given the extended duration of remote learning.

Our school continued to work hard to ensure there was consistency of practice in the delivery of the instructional models for Literacy and Numeracy and that data is being used to inform our teaching and learning. Our staff worked collaboratively to ensure consistency occurred irrespective of whether we were at school or engaged in remote learning. Our assessment schedule has been amended to include Fountas and Pinnell and Essential Assessment. Reading as assessment tools.

We put a strong emphasis on collecting, analysing and using data to inform teaching and learning and plan for targeted differentiation. In 2020, the School Improvement Team (SIT) focused on building staff capacity in the delivery of remote learning and continuing to monitor school improvement. Data is at the core of whole school, level and individual planning. Given the Covid year, a high priority was placed on gathering and analysing student engagement data, and putting strategies in place for community wellbeing - staff, students and families.

Work undertaken through our 2020 AIP was in line with the FISO model and aimed to further enhance and improve student achievement, engagement and wellbeing. We have included goals not achieved in 2020 into our 2021 Annual Implementation Plan.

## Achievement

The 2020 school year was severely disrupted due to Covid and NAPLAN did not take place. Although the assessment schedule was modified, teachers continued to gather and triangulate data to plan for teaching and learning and accurately assess student outcomes. Reporting in mid year was modified due to remote learning and the resulting challenges with the validity of assessments undertaken. This was addressed in our end of year reporting where student progression points were reestablished and communicated to parents.

During remote learning:

- teachers worked collaboratively to rapidly implement and utilise online learning platforms
- teachers, ES staff and leadership worked with students and families to rapidly build their technical capacity for online learning
- teachers aimed to continue consistency of practice through the instructional models during remote learning
- onsite learning was made available to vulnerable students and funded students were invited to attend

In 2021 we aim to continue using the online platforms.

In English, 88.7% of students achieved at or above the age expected standards.

In Mathematics, 85.1% of students achieved at or above the age expected standards.

We continue to:

- be engaged in THE Victorian High Ability Program in collaboration with Virtual Schools Victoria where students have been identified by DET
- provide MiniLit and MultiLit reading intervention
- provide an extension Maths program for Years 3-6 students

At the end of 2020, using gathered data, students were identified for inclusion in the Tutor Learning Initiative Program. The aim of this program is to 'catch up' students who did not achieve the outcomes they would have ordinarily made in a school year. The program is staffed until August 2021 and commenced in Term 1 this year.

## Engagement

To support student engagement, particularly in response to remote learning and the transitions back to onsite learning, our school achieved the following:

- all staff engaged in adopting a range of wellbeing strategies to address student engagement. This included regular

checkins with families, modified work programs, record of attendance and giving regular feedback to students on their learning

- community relationships and bonds were strengthened throughout the year through deep engagement with learning tasks by parents, increased frequency of parent-teacher contact and daily video conferences and lessons
- teachers shared their curriculum planning ahead of time each week with families to facilitate flexibility of engagement in consideration of the varied circumstances surrounding each child
- attendance was monitored daily and parents contacted if students were not engaging in remote learning

Parents were surveyed during remote learning regarding their child's engagement and wellbeing. 50% of our families participated in the survey.

This data showed:

- 94% indicated that work provided was mostly or sometimes at the right level
- 73% indicated that their child could independently complete tasks most or some of the time
- 81% indicated that the online platforms were user friendly
- 70% indicated that there were enough opportunities for contact between teachers, parents and children

Average number of school absence days was 6.7, well below the state average of 13.8.

## Wellbeing

- Child Safe practices were adhered to as staff developed guidelines for how students could engage safely with online learning
- staff made explicit and regular contact with parents via phone calls, video meetings and emails
- staff provided regular feedback to students on their work and participation
- staff ran daily google meets as a wellbeing checkin mechanism

During remote learning we strategically planned and implemented:

- a whole school 'virtual camping' program which saw high participation rates from families
- a biodiversity survey of children, which resulted in our new mural of the powerful owl
- a series of videos to promote school connectedness with the community
- wellbeing units of work being incorporated into the daily lesson delivery of each class
- a specialist day each week focused on health and wellbeing activities

Returning to onsite learning wellbeing was a high priority. After the initial excitement of returning to school and re-establishing classroom routines and processes, it quickly became apparent that students would require additional and ongoing wellbeing support. Staff were assisted in this through mentoring and support from school leadership, ES staff, School Chaplain and professional development opportunities. In extreme cases SSS staff were engaged.

Sense of connectedness for students Years 4 - 6 was 82.7%. This is above the Similar Schools average of 79.2%. Management of bullying scored 87.7%. This is well above that of similar schools at 78%.

## Financial performance and position

Anderson's Creek Primary School through careful strategic planning once again maintained its sound financial position, recording a net operating surplus. This was achieved by an SRP surplus, various grants, whilst still making significant investments in school facilities and programs aimed at enhancing student outcomes.

2020 was an extraordinary year with the unprecedented move to remote learning due to COVID19. Unexpected expenditure occurred with the purchasing of online programs and an increase in on site Casual Relief Teachers to support staff teaching class from home. Expenditure also increased in the purchasing of resources for health and safety in line with government COVID guidelines. A significant investment was again put into Student Welfare with the co-contribution of a School Chaplaincy Program. Equity funding was used to subsidise the Literacy Intervention Program.

Anderson's Creek Primary was fortunate to receive a grant from the Bendigo Bank along with a Commonwealth Government Local Schools Community Grant. We were also supported with a DET grant for Bushfire Protection and

Sporting Schools Grants from the Australian Sports Commission.

The highlight of 2020 was the capital expenditure for the resurfacing of the school oval and construction of the oval rock seating. This project had been in the making for the past five years. The New Work Centre was also updated with six new split systems.

In a most unusual year revenue was decreased in areas such as facility hire and fundraising, however expenditure was reduced in utilities, photocopying and some student curriculum consumables. The continued support from families and the community allows the school to provide the best possible programs & facilities to our students. Surpluses carried forward include funds set aside for the final payment of the schools artificial turf oval.

**For more detailed information regarding our school please visit our website at**  
**[www.andersonscreekps.vic.edu.au](http://www.andersonscreekps.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 315 students were enrolled at this school in 2020, 147 female and 168 male.

1 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.

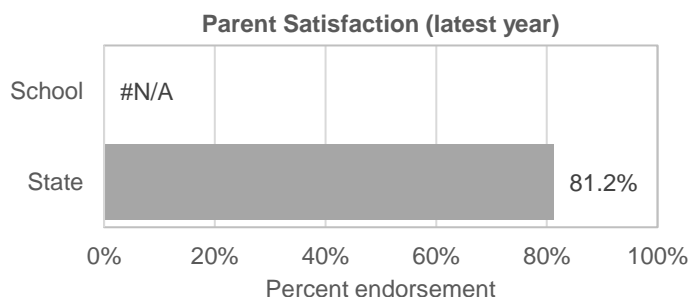
This school's socio-economic band value is: Low

### 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.

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



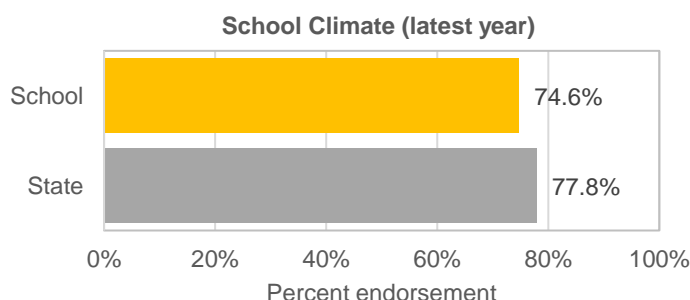
### School Staff Survey

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:	74.6%
State average:	77.8%





## 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:

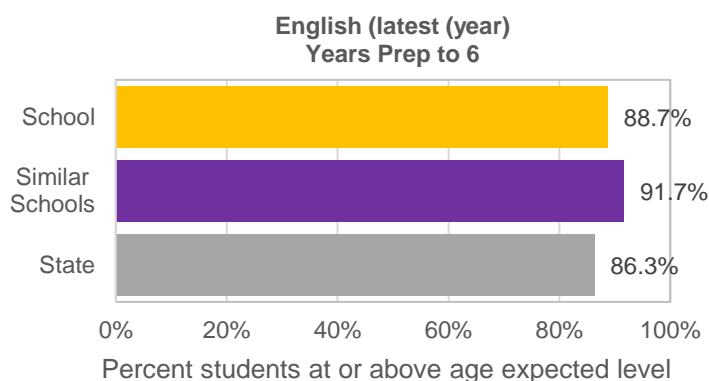
88.7%

Similar Schools average:

91.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

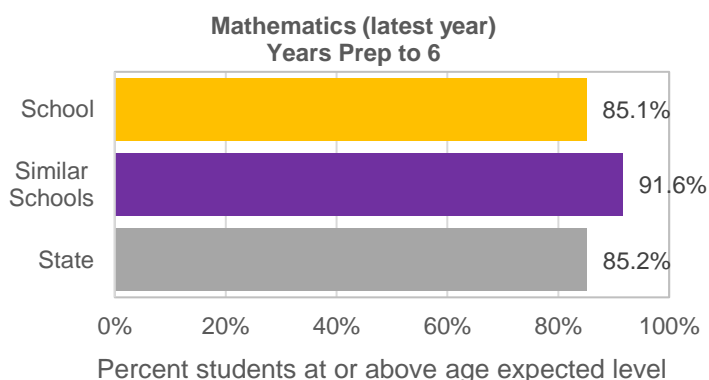
85.1%

Similar Schools average:

91.6%

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

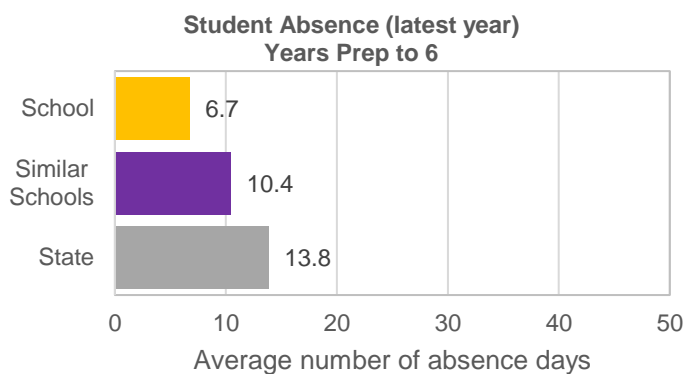
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	6.7	12.1
Similar Schools average:	10.4	13.7
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):	97%	97%	95%	97%	96%	96%	97%

## 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

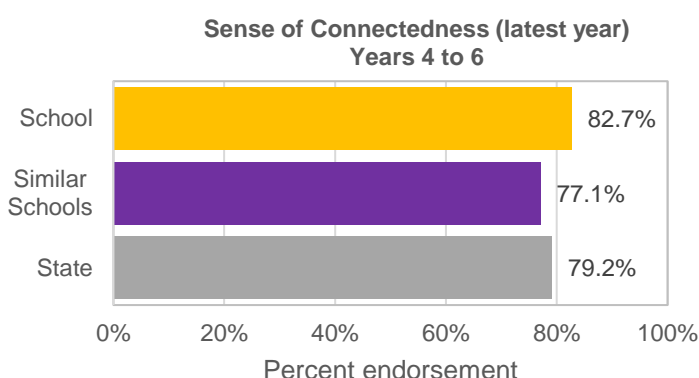
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	82.7%	81.9%
Similar Schools average:	77.1%	78.0%
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

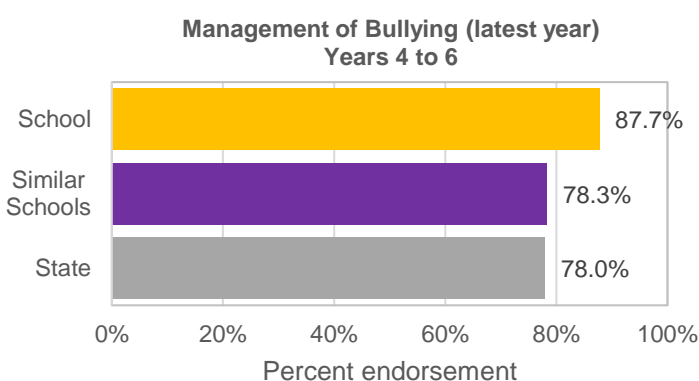
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	87.7%	84.4%
Similar Schools average:	78.3%	79.3%
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	\$2,733,154
Government Provided DET Grants	\$355,388
Government Grants Commonwealth	\$35,656
Government Grants State	NDA
Revenue Other	\$4,842
Locally Raised Funds	\$141,441
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,270,481</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,924
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$7,924</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,611,948
Adjustments	NDA
Books & Publications	\$1,901
Camps/Excursions/Activities	\$20,729
Communication Costs	\$3,623
Consumables	\$68,847
Miscellaneous Expense <sup>3</sup>	\$10,512
Professional Development	\$9,760
Equipment/Maintenance/Hire	\$29,214
Property Services	\$45,895
Salaries & Allowances <sup>4</sup>	\$109,800
Support Services	\$23,219
Trading & Fundraising	\$6,689
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,483
<b>Total Operating Expenditure</b>	<b>\$2,961,621</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$308,861</b>
<b>Asset Acquisitions</b>	<b>\$252,453</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$234,290
Official Account	\$36,379
Other Accounts	\$58,781
<b>Total Funds Available</b>	<b>\$329,449</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$56,796
Other Recurrent Expenditure	\$6,850
Provision Accounts	NDA
Funds Received in Advance	\$8,486
School Based Programs	\$40,000
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	\$39,531
Maintenance - Buildings/Grounds < 12 months	\$13,263
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$58,781
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$223,706</b>

*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.*