

2021 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).
- 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 2021 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 2022 at 04:18 PM by Susan Dyos (Principal)

- This 2021 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 27 April 2022 at 01:57 PM by James Harris (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Anderson's Creek Primary School aims to create a culture of high expectations for our 290 (140 females and 150 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. Traditionally, 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 2021 students and teachers continued to develop 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 morning whole class live lessons and small group live classes in Literacy and Numeracy. Teachers conducted regular wellbeing check ins with families and attendance was closely monitored.

We saw the introduction of the Tutor Learning Initiative program and employed a highly experienced teacher to deliver the program. The Tutor Learning Initiative is designed to support students whose learning has been disrupted as a result of the COVID-19 pandemic. Using data to identify students who did not make the learning growth they ordinarily would have, students were placed on the program.

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. We focus on differentiating the curriculum for every child using relevant data and the Victorian Curriculum to drive the teaching and learning. During periods of Remote Learning, student wellbeing continued to be a high priority and activities were planned for. Each return to school has focused on rebuilding our class norms and building stamina for learning. You Are Great Awards (YAGA) were introduced to recognise academic and behavioural achievements and to promote positive behaviours across the school.

In 2021, the school had 12 classrooms, multi-use Indoor Stadium, 440 seat Performing Arts theatre, synthetic oval and netball/basketball courts, Visual Arts room, Library Resource Centre, outdoor learning area and canteen. Our ICT resources include iPad class sets and Laptop Notebooks for Level 2, 3 and 4 and projectors in all classrooms. A new class set of iPads was ordered for our Foundation class as well as 25 new chrome books.

Our staffing profile consisted of Principal 1.0, Acting Assistant Principal 0.6, 12 fulltime class teachers including our Tutor Learning Initiative, 2 part time class teachers, 4 part time specialist teachers, 1 part time Literacy Intervention teacher and 9 Education Support Staff comprising of 6 Integration Aides and 3 Administrative Staff. All teachers at the school meet the registration requirements of the Victorian Institute of Teaching. Our Out of School Hours program, Their Care, operates 5 days a week before and after school.

A SSS Key Contact regularly 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 2021 Anderson's Creek Primary School focused on the DET improvement priorities of:

1. Curriculum, planning and assessment - Learning, catch up and extension priority
2. Health and wellbeing – Happy, active and healthy kids priority
3. Building communities – Connected schools priority.

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 transitioned 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 accurately 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. Professional Practice Days were mainly used by teachers for assessment and reporting purposes.

We put a strong emphasis on collecting, analysing and using data to inform teaching and learning and plan for targeted differentiation. In 2021, the School Improvement Team (SIT) focused on further 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 it was the second 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 2021 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 2021 into our 2022 Annual Implementation Plan.

Achievement

The 2021 school year was once again severely disrupted due to Covid. Despite not occurring in 2020, NAPLAN did take place in 2021. The assessment schedule was partially modified and teachers continued to gather and triangulate data to plan for teaching and learning and accurately assess student outcomes.

In our mid-year reports, student progression points were recorded for all key learning areas. Reporting at the end of the year was modified due to remote learning and teachers reported on Literacy and Numeracy only.

During remote learning:

- teachers worked collaboratively to further utilise the online learning platforms
- teachers, ES staff and leadership worked with students and families to support their technical capacity for online learning
- teachers continued consistency of practice through the instructional models
- onsite learning was made available to vulnerable students and funded students were invited to attend

Using our 4-year average NAPLAN data, it shows we are achieving close to or above the similar schools' average in Literacy and Numeracy and above the state average achievement for both.

4 year averages

Reading Year 3

ACPS school percent of students in top 3 bands	85.6%
Similar schools average	85.8%

Reading Year 5	
ACPS school percent of students in top 3 bands	77.1%
Similar schools average	79.5%
Numeracy Year 3	
ACPS school percent of students in top 3 bands	85.6%
Similar schools average	79.8%
Numeracy Year 5	
ACPS school percent of students in top 3 bands	69.7%
Similar schools average	71.0%

We continued 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
- use data to identify and provide Tutor Learning to those students who did not make the learning gains they would have ordinarily made in a school year.

With School Council approval, we continued the TLI program for the entire school year. The original funding would have seen this initiative end at the end of Term 3. Students on the program were able to catch up on specific learning they may have missed out on during Remote Learning. The data shows progress was made by all students. In 2022, extension maths classes will run. The program is funded until the end of Term 2.

Engagement

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

Teaching teams engaged in adopting a range of wellbeing strategies to address student engagement. This included regular check-ins with families, modified work programs, record of attendance and giving regular feedback to students on their learning.

Fun activities were planned for and included wellbeing activities, incursions and excursions. It is important to note the ongoing disappointment felt by students and their families as special events such as camps needed to be cancelled due the Covid restrictions in place at the time. Where possible, events were rescheduled and we were thrilled our Year 6 Graduation could continue.

Our Attitudes to School Survey data shows 85% positive endorsement for effective teaching practice for cognitive engagement for students in Years 4-6. This is consistent with similar schools and the state's percentages.

Despite being higher than our 2020 absences, the average number of school absence days in 2021 was 13.9, below the state average of 14.7. Our four-year average absence days was 12.5 which was below both similar schools and state averages.

Wellbeing

Child Safe practices were adhered to as staff followed guidelines for how students could engage safely with online learning and provided age appropriate lessons as required.

Staff made explicit and regular contact with parents via phone calls, video meetings and emails and provided regular feedback to students on their work and participation.

Daily Google Meets served as a wellbeing check in mechanism.

During remote learning and with Covid restrictions at school, we strategically planned and implemented:

- Year 3/4 'virtual camping' program which saw high participation rates from families
- Kahootz
- Online assemblies with quizzes
- Year 3/4 Pirate Day
- Christmas Carols online
- Whole school virtual Science Day
- Wellbeing units of work being incorporated into the daily lesson delivery of each class
- Jackie French Author Talk
- Year 1/2 - Class blogs on Seesaw to build community among the class and to allow students a chance to give feedback on their peers work
- F-2 RSPCA Barn Animals Virtual Incursion
- 1-2 RSPCA African Animals Virtual Incursion
- Virtual Healesville Sanctuary Incursion
- F-2 Virtual Cyber Safety Incursion
- Fun Fit Friday, Go Noodle
- You are Great Awards (YAGAs)
- Whole School Italian DAY

Returning to onsite learning, wellbeing continued to be 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. Wellbeing activities were planned for in the afternoons.

Our 4-year average for Sense of Connectedness for students in Years 4 - 6 was 78.8%, higher than the similar schools average. Our 2021 school year saw 68.3% endorsement under the same category.

Management of bullying for 2021 scored 71.7% This was below similar school and state averages. Our 4-year average was 82.8%, above state and similar school averages.

Andersons Creek Primary will be commencing the School Wide Positive Behaviour initiative in 2022.

Finance performance and position

Anderson's Creek Primary School through careful financial planning once again maintained its sound financial position, recording a net operating surplus.

Anderson's Creek Primary was fortunate to receive a grant from the Warrandyte Community Bank (Bendigo Bank) which was used to purchase Lego Robotic Equipment to enhance the STEM program. We were also supported with a DET grant for Bushfire Protection and Sporting Schools Grants from the Australian Sports Commission. These grants supported the health and safety of all students and staff.

2021 was another extraordinary year with the unprecedented move to remote learning. An increase in expenditure for Casual Relief Teachers occurred to support the school due to staff teaching from home. A significant investment was again used in Student Welfare with the School Chaplaincy Program. Equity funding was used to subsidise the Literacy Intervention Program.

As in the previous year, fundraising efforts for 2021 were severely impacted, along with decreased revenue from reduced facility hire. Surpluses carried forward include funds set aside for ipads and laptops as delays in deliveries due to Covid19 did not see them arrive for the 2021 year. The continued support from families and the community allows

the school to provide the best possible programs & facilities for our students.

For more detailed information regarding our school please visit our website at
<https://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 290 students were enrolled at this school in 2021, 140 female and 150 male.

3 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).

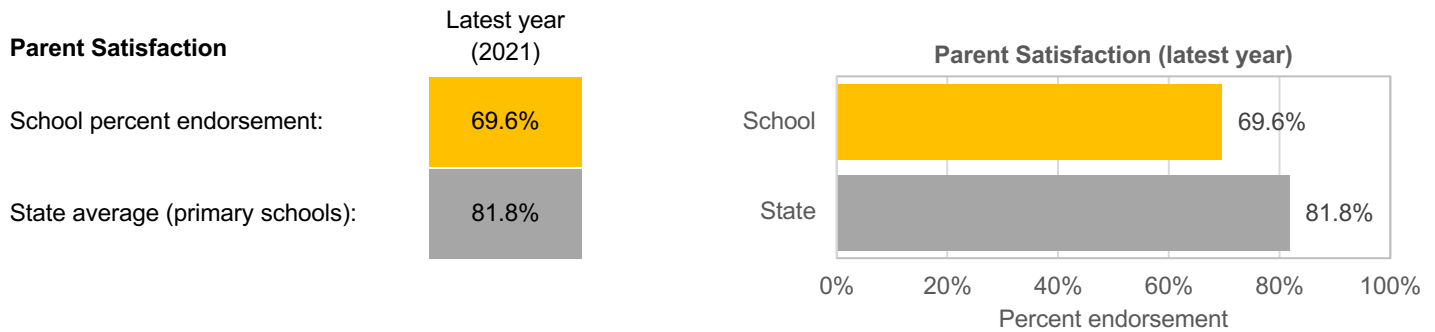
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

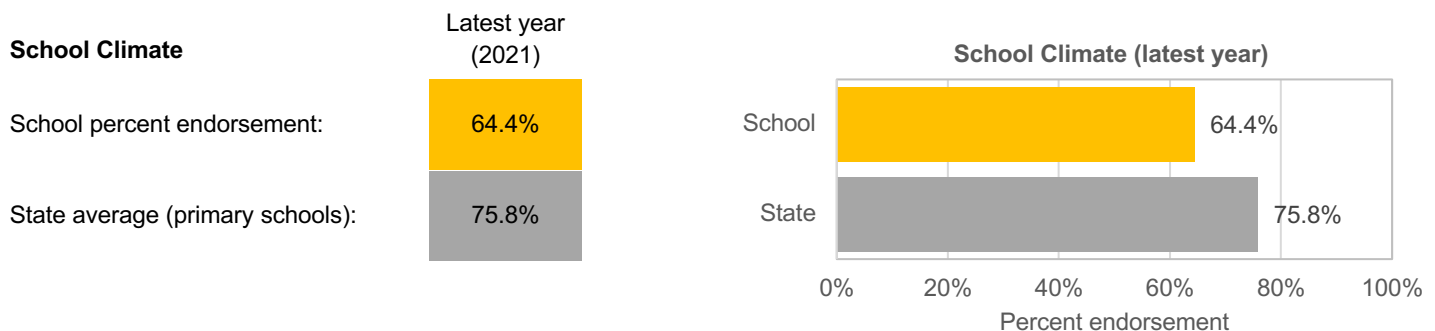


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

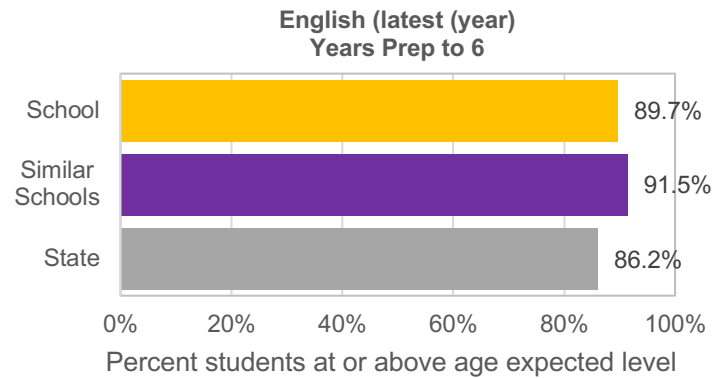
89.7%

Similar Schools average:

91.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

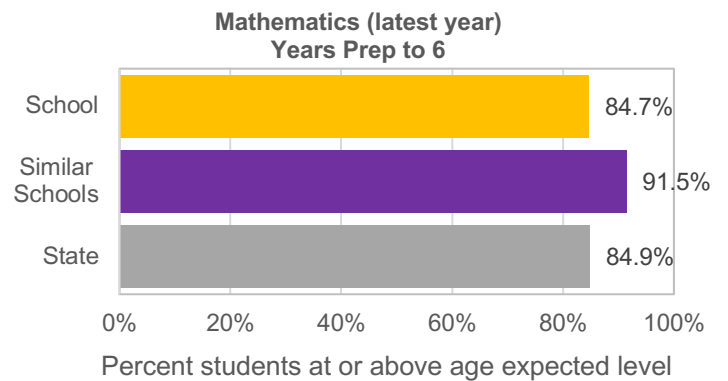
84.7%

Similar Schools average:

91.5%

State average:

84.9%



ACHIEVEMENT (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.

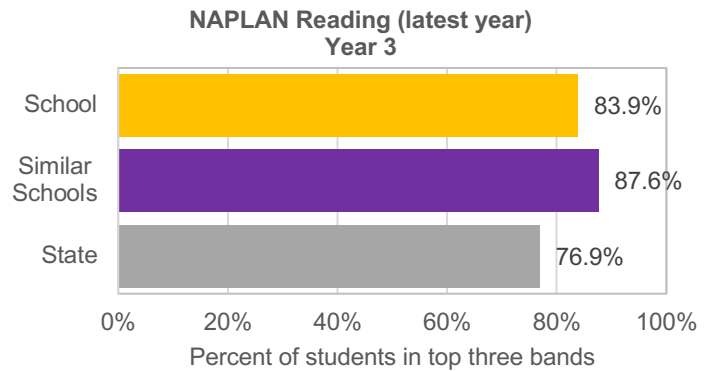
NAPLAN

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 2018, 2019 and 2021 data.

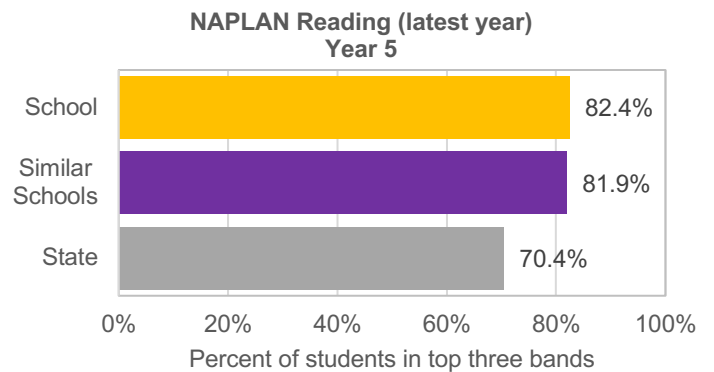
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.9%	85.6%
Similar Schools average:	87.6%	85.8%
State average:	76.9%	76.5%



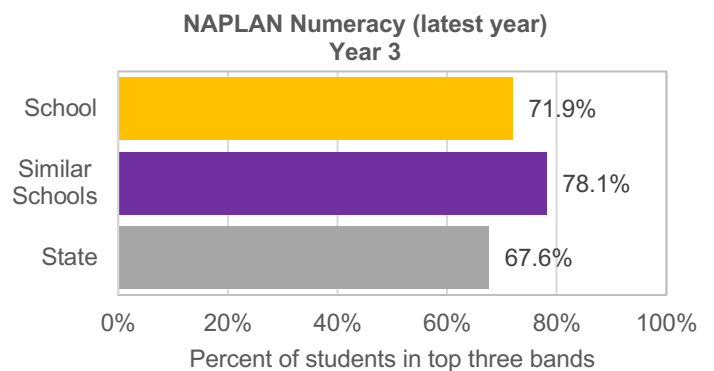
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	77.1%
Similar Schools average:	81.9%	79.5%
State average:	70.4%	67.7%



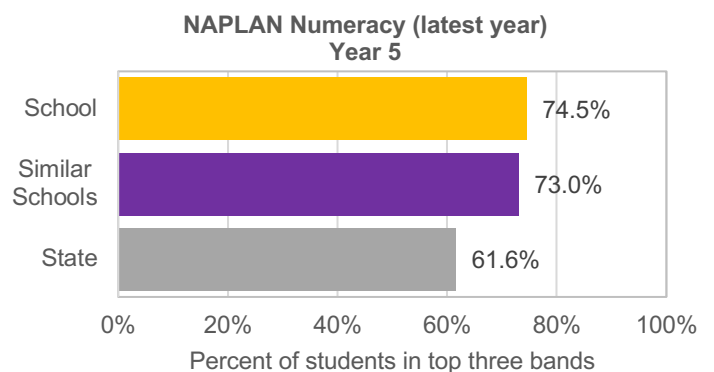
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.9%	85.6%
Similar Schools average:	78.1%	79.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.5%	69.7%
Similar Schools average:	73.0%	71.0%
State average:	61.6%	60.0%



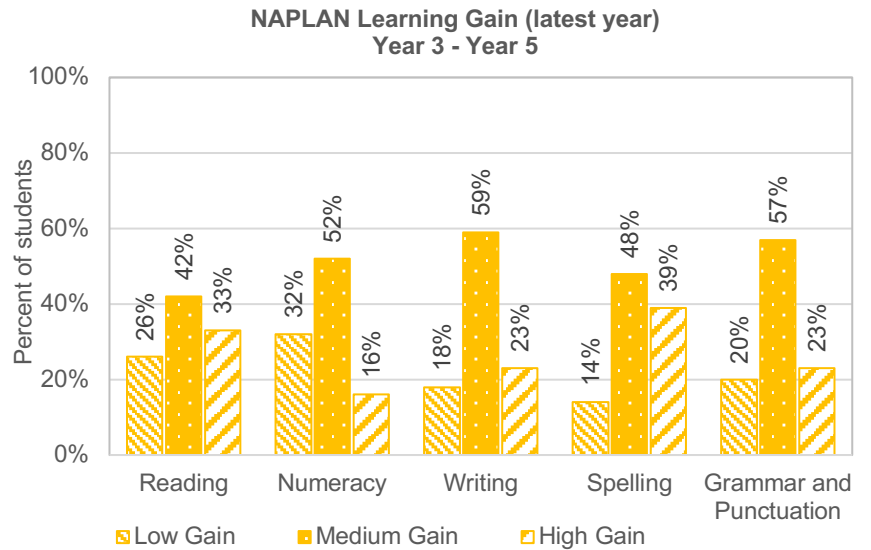
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	42%	33%	29%
Numeracy:	32%	52%	16%	25%
Writing:	18%	59%	23%	29%
Spelling:	14%	48%	39%	24%
Grammar and Punctuation:	20%	57%	23%	25%



ENGAGEMENT

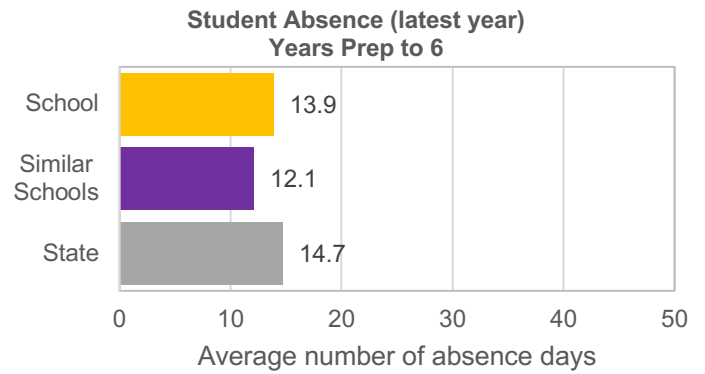
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.9	12.5
Similar Schools average:	12.1	13.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	96%	92%	93%	93%	90%

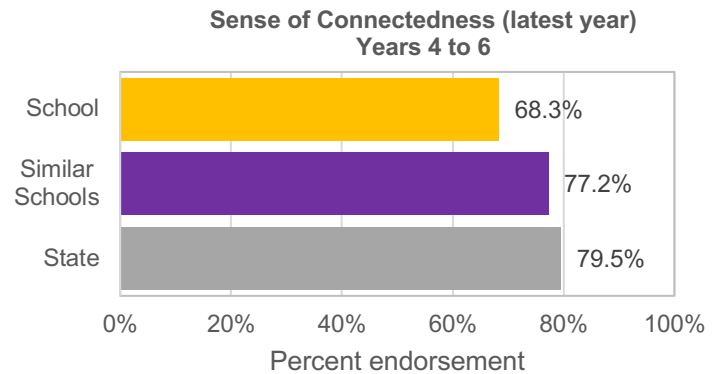
WELLBEING

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 (2021)	4-year average
School percent endorsement:	68.3%	78.8%
Similar Schools average:	77.2%	77.4%
State average:	79.5%	80.4%

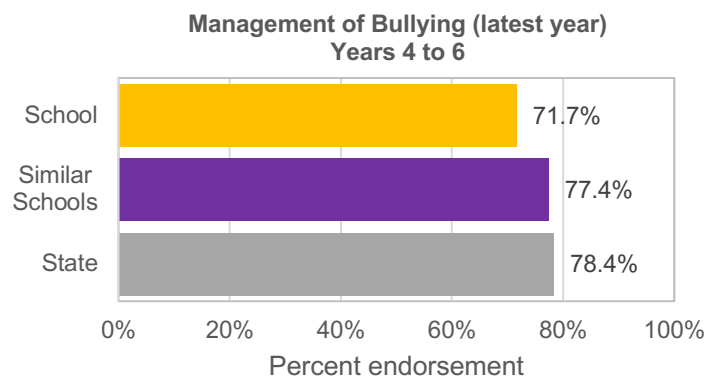


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	71.7%	82.8%
Similar Schools average:	77.4%	78.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,414,613
Government Provided DET Grants	\$324,240
Government Grants Commonwealth	\$20,557
Government Grants State	\$0
Revenue Other	\$4,537
Locally Raised Funds	\$129,264
Capital Grants	\$0
Total Operating Revenue	\$2,893,211

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,309
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,309

Expenditure	Actual
Student Resource Package ²	\$2,394,014
Adjustments	\$0
Books & Publications	\$10,468
Camps/Excursions/Activities	\$59,426
Communication Costs	\$4,354
Consumables	\$40,735
Miscellaneous Expense ³	\$9,380
Professional Development	\$7,491
Equipment/Maintenance/Hire	\$26,779
Property Services	\$65,786
Salaries & Allowances ⁴	\$91,823
Support Services	\$66,495
Trading & Fundraising	\$12,482
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,219
Total Operating Expenditure	\$2,811,453
Net Operating Surplus/-Deficit	\$81,758
Asset Acquisitions	\$41,837

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$270,873
Official Account	\$14,990
Other Accounts	\$61,000
Total Funds Available	\$346,863

Financial Commitments	Actual
Operating Reserve	\$64,830
Other Recurrent Expenditure	\$3,257
Provision Accounts	\$0
Funds Received in Advance	\$9,000
School Based Programs	\$40,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$2,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$61,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$205,087

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.