

2020 Annual Report to The School Community



School Name: Briagolong Primary School (1117)



- 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 15 March 2021 at 12:27 PM by Mark Donald (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 02 May 2021 at 08:26 AM by Matthew Cook (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

Briagolong Primary School is situated on the plains at the foot of the Great Dividing Range in the small rural township of Briagolong. Student enrolment at the beginning of 2020 was 70, operating four classrooms: P/1, 1/2, 3/4, and 5/6. The school currently has a work composition of five full-time teachers, one part-time 0.4 FTE Music/Art teacher, one Principal Class, and four Education support staff.

At Briagolong Primary School, our students learn in a proactive, challenging environment which utilises our unique rural setting. We pride ourselves in our ability to foster strong, positive relationships that respect students' individual strengths and needs. Our students are empowered to be ambitious, to behave with integrity, and to be resilient; values which are embodied in our staff and school community. We want our students to be independent, respectful and caring towards themselves and others whilst taking on the responsibility of learning.

Developing their Resilience, Integrity and Ambition is a focus as we set our students up for a successful future in their area of choice. Within the school, we aim to set up a learning environment that is consistent, differentiated to meet every students needs and to have students understand the purpose of the learning. We want our students to be high achievers and know what it takes to push themselves to not only be great community members, but to be role models and the next set of leaders of our community.

The school provides all students with the opportunity to achieve to their greatest potential and prepares them for their transition to secondary school as valued participants in our community. The school and the community have a close working relationship and we are lucky to have community members assisting with specialist programs. Parents are welcomed into the school and actively assist in classes, sports programs, cooking, gardening programs, Parents and Friends, and School Council. The school offers a varied but comprehensive curriculum and includes a strong Art focus, as well as cooking and PE which ensures that students remain engaged. The Year 6 Leadership Program and current transition programs ensure that all students whether entering the school or moving through the school, do so smoothly in a safe and stimulating learning environment.

Framework for Improving Student Outcomes (FISO)

At Briagolong Primary School, we are currently prioritising 3 key areas; Literacy and Numeracy achievement, Student Agency, and the social, emotional, wellbeing and resilience of our students.

We will be continuing to develop our Instructional Model and check for consistency across all classrooms through the use of learning walks and providing opportunities for Peer Observation.

A key role in this will be the implementation of Learning Intentions and Success Criteria in every classroom, and developing the role of student agency in learning. COVID fast tracked the implementation of Learning Intentions and Success Criteria across the board. Although they were used previously, they were probably not as targeted or strategic as they are now. Heading into Flexible and Remote Learning, teachers were very specific with what they wanted their students to know, and having Learning Intentions and Success Criteria clearly stated helped the parents with understanding tasks and what they could help with.

The teaching of writing will become a focus, as we move on from a two year focus on the teaching of reading.

Writing has been one of our lower performing areas in recent years and we believe that a fluent Literacy block along with teaching the 6+1 Writing traits will help refocus these efforts and provide a more sustainable program for the teaching of writing.

Building the social, emotional, wellbeing and resilience of our students will underpin a lot of this work, as if they do not have these skills, then we can't expect them to learn to the standard expected.

Promoting these skills in our newsletters and at school gatherings will play an important role, as we get our school community to understand and support the building of these skills.

Achievement

In 2020, the school continued to work on the strategic plan goal of maximizing literacy and numeracy achievement, developing student agency and looking after the social and emotional wellbeing of our students. Taking in the impact from COVID during the 2020 school year, teacher judgement of students at or above the expected level in literacy has the school slightly below similar schools and the state average, varying between 2.8% to 3.7%. In mathematics, students achieving at or above the expected level is above that of both similar schools and state average by approximately 7%.

During remote learning, staff were able to utilise a range of online resources to help with the teaching and engagement of the student body. Face-to-Face online workshops, asynchronous tasks and rubrics were used for both content delivery and assessment. Some of these teaching methods have helped develop and improve the way we teach our students when on-site.

NAPLAN tests were not conducted in 2020, therefore there is no data around achievement or growth.

Engagement

Briagolong Primary School students are engaged and supported by the school and we are proud of the programs and efforts that are made in this area. This is continually supported by our Attitudes to School Survey data and our surveys that are completed within the school. Attendance data over the four year rolling period is similar to both the compared schools and state average. Non attending students, or high absentee students and their families are contacted regularly and have attendance plans. Our school staff work together with families and DET agencies to support children to be on time and attend school every day. There has been a strong focus on developing Student Voice. This is supported with our leadership structure of School Captains, Junior School Council and House Leaders. These students represent the student body and contribute to school decisions where appropriate. In 2020, engagement was an integral part of ensuring remote learning was successful. The school organised a range of events throughout remote learning including Masterchef competitions, sports challenges, STEM challenges and more. To support re-engagement after remote learning, the school implemented extra breaks throughout the day for students to connect with their peers. Staff organised games and activities during these breaks and made time to be available for general conversations and to support any student who needed help connecting.

Wellbeing

Briagolong Primary School continues to make significant progress with our students and their wellbeing. Data shows that in both the 'Sense of Connectedness' and 'Management of Bullying', the school is well above those from both compared schools and the state average. The school credits this to a strong buddy and transition program, as well as a high number of opportunities for peers to interact across year levels. The school also believes that the positive climate has an impact, with staff having a 95.5% positive endorsement of climate, ahead of the state average of 77.8%.

During COVID and coming back to face-to-face teaching, wellbeing was one of the DET foci and an important part of making sure our students had a successful return to school. Well-Being Check-In's were organised using the Zones of Regulation, Weekly lessons (minimum of 2) were run around point of need, as well as a small additional recess break. Student feedback was very positive and they felt as though their needs were being met.

Financial performance and position

Briagolong Primary School maintained a very sound financial position throughout 2020. The 2019-2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continue to provide a framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position shows the school with an end of year surplus of \$22,806. The majority of this surplus occurred due to the COVID restrictions and areas of the budget that were affected. An example of this was our Casual Relief Teacher spending was down considerably due to remote learning. The school received a small amount of Equity Funding which went towards assisting children within the classroom.

For more detailed information regarding our school please visit our website at
www.briagps.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 70 students were enrolled at this school in 2020, 33 female and 37 male.

0 percent of students had English as an additional language and 11 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.

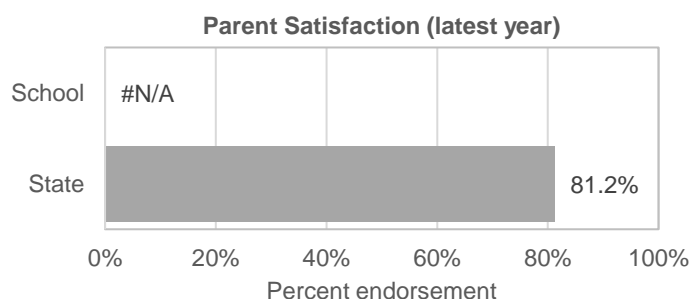
This school's socio-economic band value is: Medium

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:	NDA
State average:	81.2%



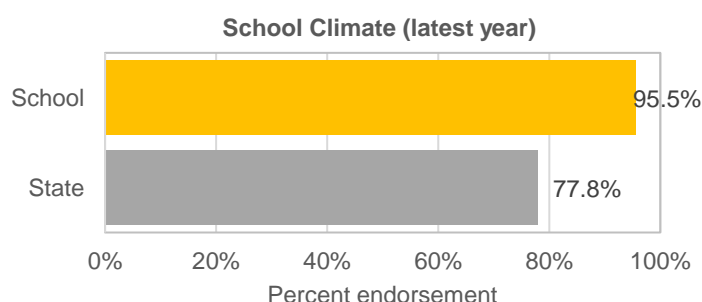
School Staff Survey

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:	95.5%
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:

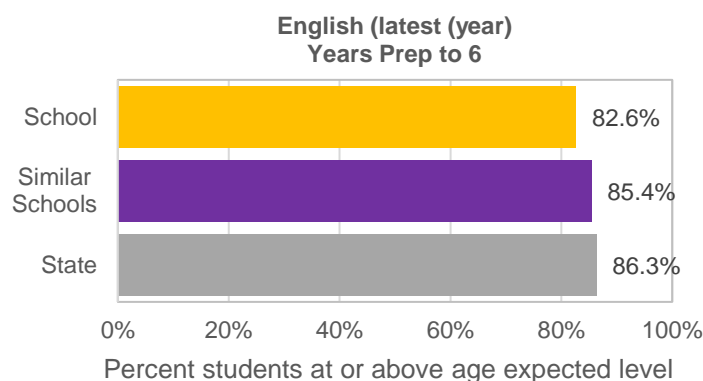
82.6%

Similar Schools average:

85.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

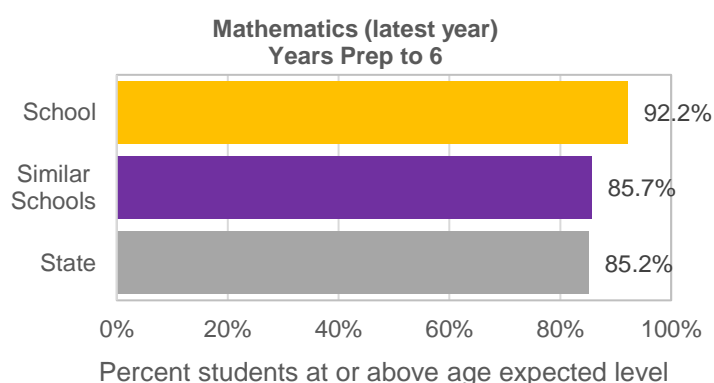
92.2%

Similar Schools average:

85.7%

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

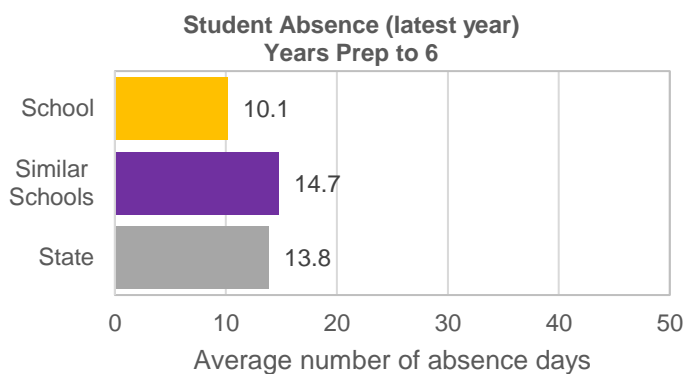
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.1	16.0
Similar Schools average:	14.7	16.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	94%	96%	95%	95%	96%

WELLBEING

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

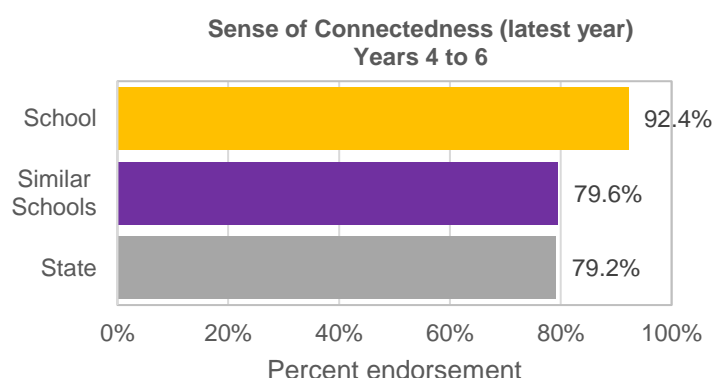
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	92.4%	91.0%
Similar Schools average:	79.6%	82.4%
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.

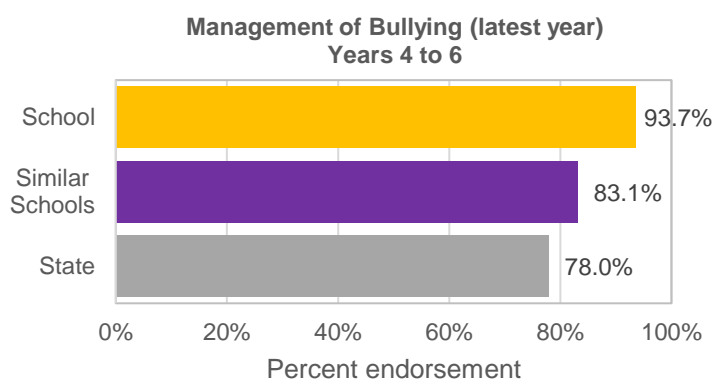
Student Attitudes to School – Management of Bullying

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:	93.7%	91.3%
Similar Schools average:	83.1%	84.3%
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	\$719,437
Government Provided DET Grants	\$161,431
Government Grants Commonwealth	\$8,300
Government Grants State	\$2,173
Revenue Other	\$4,095
Locally Raised Funds	\$30,391
Capital Grants	NDA
Total Operating Revenue	\$925,827

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,570
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$37,570

Expenditure	Actual
Student Resource Package ²	\$720,055
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$21,286
Communication Costs	\$1,978
Consumables	\$20,612
Miscellaneous Expense ³	\$4,880
Professional Development	\$434
Equipment/Maintenance/Hire	\$27,455
Property Services	\$46,967
Salaries & Allowances ⁴	\$34,532
Support Services	\$7,140
Trading & Fundraising	\$7,445
Motor Vehicle Expenses	\$60
Travel & Subsistence	NDA
Utilities	\$10,177
Total Operating Expenditure	\$903,021
Net Operating Surplus/-Deficit	\$22,806
Asset Acquisitions	\$50,478

- (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	\$102,907
Official Account	\$4,022
Other Accounts	NDA
Total Funds Available	\$106,930

Financial Commitments	Actual
Operating Reserve	\$26,934
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$4,146
School Based Programs	\$2,200
Beneficiary/Memorial Accounts	\$1,200
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$17,450
Maintenance - Buildings/Grounds < 12 months	\$44,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$106,930

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.