

2020 Annual Report to The School Community



School Name: New Gisborne Primary School (0467)



- 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 29 April 2021 at 12:29 PM by Andrew Kozak (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 01:37 PM by Laura Shea (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

New Gisborne Primary School is located in the foothills of the Macedon Ranges, approximately 60 kilometres northwest of Melbourne. The school began extensive work to its grounds in 2020 under a Capital Works Grant, and these works will continue in 2021, with an expected completion date of December 2021. The school also continues to enjoy an excellent reputation within the local area, and it is expected that this will be further enhanced after the completion of the grounds work. The enrolment at the start of the 2020 school year was 610 but fluctuated somewhat towards the end of the year due to COVID-19 and remote learning. Staffing in 2020 comprised of 40.5 equivalent full-time staff, made up of a Principal, an Assistant Principal, a Teaching & Learning Coach, 32.0 teachers and 5.5 Administrative and Education Support staff.

New Gisborne Primary School's vision is "To provide a high quality, balanced and challenging curriculum that allows students to perform to the best of their ability in an atmosphere of mutual respect and cooperation". Underpinning and informing this vision are the school values:

- Respect and Integrity in all dealings with others
- Providing the skills and knowledge to become life-long learners
- Using initiative and taking responsibility for actions
- Effective partnerships between teachers, students, parents, and the broader community
- Setting high expectations and striving for excellence while recognising, understanding and catering for a diversity of needs across the school.

Following the recent School Review, the school's values will be officially updated in 2021, after stakeholder consultation, to make them more succinct and user friendly.

In 2020, due to COVID-19 and remote learning, the school prioritised Literacy and Numeracy as core curriculum, but still covered all specialist areas and included Inquiry Learning and Digital Technologies. BYOD iPads continued to be used in Years 4-6 with shared devices in Foundation to Year 3. During the extended periods of remote learning, families without tablet devices were provided these by the school. Specialist and support programs in 2020 included Visual Arts, Performing Arts, Physical Education, Literacy Intervention and Languages (Indonesian for Foundation to Year 5). Quality learning programs continued to be provided in other curriculum areas including the Little Learners Love Literacy Program, You Can Do It, Kitchen Garden (Yr. 4), Foundation & Year 6 Buddy Program, Student Leadership and the school's Positive Start Program. Student participation in extracurricula programs is encouraged with staff promoting and operating programs such as Tournament of Minds, Energy Breakthrough, Maths Olympiad, Choir, Singing Group and various sporting activities outside of regular teaching hours. Unfortunately, due to COVID-19, many of these programs were unable to take place last year. An Out of School Hours Care program with enthusiastic and caring external staff continues to operate at the school each morning and afternoon.

Framework for Improving Student Outcomes (FISO)

2020 was the final year of New Gisborne Primary School's 2016 - 2020 School Strategic Plan (SSP). The SSP prioritised select dimensions from each of the four 'Framework for Improving Student Outcomes' priorities - Excellence in Teaching and Learning; Professional Leadership; Positive Climate for Learning; and Community Engagement in Learning. Significantly, many of the school's goals and priorities remained relevant right through the year, even when online and remote learning was a necessity. Whilst COVID-19 and the extended periods of remote learning had quite an impact on the school's ability to fully implement all the 2020 Annual Implementation Plan priorities, the school was still able to transition quickly and smoothly to online learning and provide a broad and comprehensive educational program for all students. Leadership, in consultation with the staff, decided very early to continue to provide, as close to as possible, a normal daily teaching and learning program across all curriculum areas. Maintaining the Literacy and Numeracy Blocks remained a priority, as well as ensuring the usual practice of thorough planning using Learning Intentions, Success Criteria and High Impact Teaching Strategies was maintained. Professional collaboration within PLCs remained a high priority and was deemed necessary to ensure proper continuity of teaching and learning within each year level. Each PLC, therefore, met daily via Webex between 2.00pm and 3.00pm during both periods of remote learning. Their priorities were to reflect on the day's learning program, discuss the success of otherwise of each of the activities/tasks and collaborate on developing the following day's program of instruction according to 'point of need'.

Many of the above actions were Key Improvement Strategies in the 2020 Annual Implementation Plan and whilst the school was unable to accurately gather significant amounts of summative assessment data, we were able to constantly and consistently access all manner of formative data to inform planning, practice and 'point of need' teaching. All four FISO dimensions were prioritised during 2020 and still led to extremely positive outcomes for students and staff. The school took part in the DET On-Line Learning Survey at the end remote learning. The results were very pleasing based on the responses from 162 families:

- 96% said the school was ready for remote learning.
- 94% said there was clear communication from the school and the school was well-prepared and well-resourced for remote learning.
- 91% of respondents said they were satisfied with the learning arrangements provided by the school.

In Term 4 2020, once we were back onsite, the school further prioritised the teaching of core Literacy and Numeracy components, focusing primarily on Reading and Number, to 'catch up' all students that might have been adversely affected by remote learning. The school also continued to work hard to instill a sense of 'community', always prioritising the FISO dimension of Building Communities which was a key part of both the school's Strategic Plan and 2020 Annual Implementation Plan. Remote learning also created a much greater need for teachers and parents to work more closely together as a genuine partnership in order to maintain a sense of normality and ensure students continued to learn. The effort to 'catch up' all students will continue in 2021 under the DET Tutoring Initiative and an ongoing emphasis to prioritise core curriculum areas.

Finally, following a very robust and in-depth School Review in Term 4 2020, New Gisborne PS has a new Strategic Plan which will hopefully consolidate on the school's current designation as a 'School of Influence' over the next four years.

Achievement

2020 was a difficult year for everyone. Schools were significantly impacted by sustained periods of lockdown and the resultant need for remote and flexible learning options. Whilst New Gisborne Primary School implemented a broad and comprehensive online learning program for all students, there was still an impact on the collection of summative data which affected the amount of overall achievement data available for analysis and reflection. However, the program put in place by the teachers was also greatly beneficial because of the wealth of formative assessment data obtained directly from student work that was submitted daily. The school also worked hard in 2020 to ensure there was still a sense of community in place and that every student had the opportunity to create and maintain excellent working relationships with their teachers and peers alike.

As mentioned, the school took part in the DET Remote Learning Survey of parents and was very pleased with the outcomes. As stated already, a very high percentage of parents thought the school performed admirably during remote learning and was well-placed to continue to provide an excellent learning program for their children. Pleasingly, 92% of respondents also felt they had a better understanding of what their child was learning – undoubtedly a result of so many parents supporting their children with online work. Whilst there is no denying that many parents found supporting their children during remote learning a challenge, the survey results do show significant positives coming out of the experience.

Responses to the Parent Opinion Survey late in 2020 also indicated that, in general, parents believed that the school still provided a comprehensive and inclusive curriculum whilst maintaining high expectations at all times. General satisfaction with the school sits at 94%, and 93% of surveyed parents believe the teachers worked hard to ensure every child reached their potential. 94% of respondents believe their child maintained their connection to the school and 97% believe there is still great school pride and confidence.

Student academic achievement data for 2020 was more limited due to remote learning. As NAPLAN testing did not take place in 2020 there is no Year 3 and 5 data to analyse. Based on Teacher Judgement Data, 92.8% of students in Years Prep to 6 were at or above age expected standards. This is on par with schools of a similar demographic and several percentage points above the State average. Similarly, in Mathematics, 93.5% of students were at or above age expected standards, above Similar Schools and State averages.

Most students maintained excellent engagement in their learning during 2020, especially so in those periods of remote learning. They participated in activities which matched their learning needs and took increasing responsibility for their own learning. Teachers worked collaboratively as part of year level professional learning teams (PLC's) and always worked diligently to clearly articulate explicit Learning Intentions and Success Criteria.

New Gisborne Primary School now looks forward to actively supporting students in their educational and emotional needs in 2021.

Engagement

New Gisborne Primary School continues to have slightly higher than average absence results for students. In 2020 the school’s average number of absence days for Years Prep to 6 was 13.2. In comparison Similar Schools were at 10.1 and the State average was 13.8. Taken as a 4-year average the gap between NGPS and Similar Schools is much less – 14.5 as opposed to 13.4. The State average is 15.3. An emphasis will be placed on all students returning to school in 2021 and ensuring they have the confidence to cope with any further unexpected events or lockdowns.

The school will focus on the three DET priorities of learning catch-up and extension; having happy, active and healthy students; and further strengthening connections with families, carers and communities in Semester 1 2021. These priorities are also quite consistent with some of the school's own goals. During Term 4, 2020, we were still having issues with some students being reluctant to come to school and this will probably continue in early 2021. The number of students displaying anxiety is also expected to increase. Many of the younger students especially have not had their school routines clearly re-established yet and this will require additional time and effort at the start of 2021. Strategies will therefore need to be put in place to support these students.

COVID-19 and remote learning also had a significant impact on several student-led activities. School leaders had limited opportunities to display their leadership qualities and members of Junior School Council were similarly limited with opportunities to run activities and events. Student agency, however, has shown quite good growth as students were often expected to complete work independently and self-monitor their progress during remote learning. The level of engagement across all year levels during remote learning was high and during the School Review it was noted that our students were consistently provided with opportunities to develop their voice and agency, both as part of their normal onsite learning and during remote learning.

Wellbeing

Teachers and staff at New Gisborne Primary School begin the 2020 school year with the Positive Start Program for the first week and a half as per usual. This program helped to facilitate a shared focus and understanding of the school values, and ensured consistent expectations around behaviour, safety and respect across the school. With the transition to remote and flexible learning in late Term 1 and into Term 2 2020, it was necessary for the school to take the initiative and be proactive in supporting students and families that were identified as being vulnerable in some way. Classroom teachers initiated a comprehensive online program using Webex and SeeSaw and liaised with students, and indeed many parents, for 3 – 4 hours each day. Teachers informed leadership of students and families struggling with remote learning and additional support was put in place. This support was based around Education Support and ancillary staff being available daily to work online with small groups of students, guiding their work and providing emotional support where needed. The school also provided technical support and equipment to some families, especially those disadvantaged by not having Internet connection, mobile tablets, or other devices.

Vulnerable children and those of essential service workers were catered for at school where supervision by school leadership, additional teachers and support staff was provided. This allowed some children to maintain a sense of normality in their lives. During 2020 the school also continued to maintain links with local community health groups including Macedon Ranges Health, Cobaw Community Health and Sunbury Community Health. Macedon Ranges Health continues to support the local Tweens Clinic which provides targeted intervention to students in Years 5 and 6 who suffer from anxiety and/or depression. The school will prioritise students getting back to a normal routine in 2021 and continue to provide support to those students and families having difficulties adapting. The DET priority of working towards having happy, active and healthy students will be the guiding principle for Semester 1 2021.

Financial performance and position

New Gisborne Primary School finished the 2020 school year in a strong financial position with a bank balance of \$495,515 on 31st December 2020. This amount included an operating reserve of \$129,118, Other Recurrent Expenditure of \$26,437 and funds of \$75,418 allocated to projects and/or other commitments for 2021. A significant saving was made in 2020 during remote learning when there wasn’t a need to replace teachers for short periods due to illness. Equity funding of \$12,600 was used to assist students with special needs and those requiring early intervention. As is a DET requirement, 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. This is consistent with Department policies. School Council is the financial overseeing body that monitors and approves income and expenditure at each meeting throughout the year.

For more detailed information regarding our school please visit our website at
<https://www.newgisps.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 611 students were enrolled at this school in 2020, 269 female and 342 male.

1 percent of students had English as an additional language and 2 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.

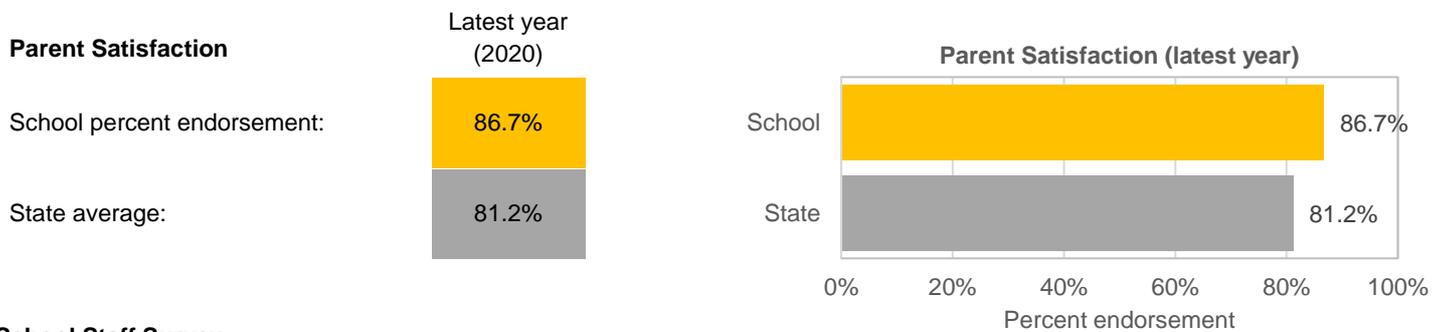
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

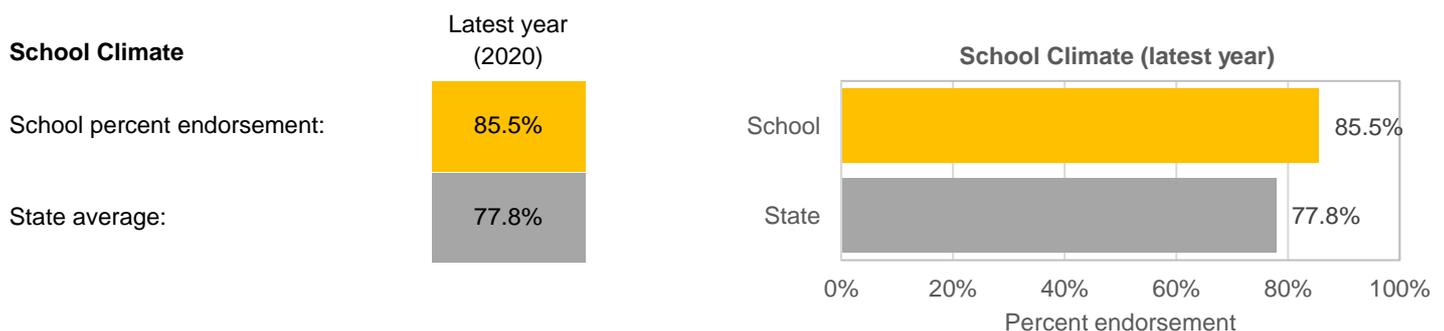


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

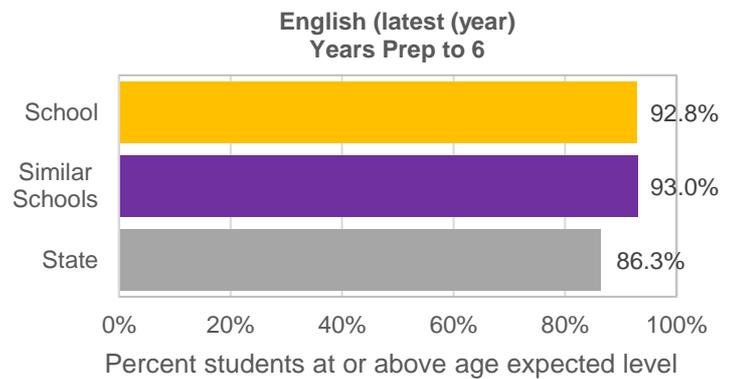
92.8%

Similar Schools average:

93.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

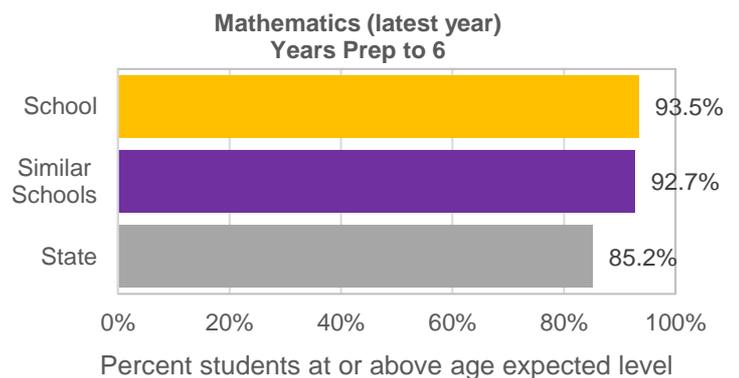
93.5%

Similar Schools average:

92.7%

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

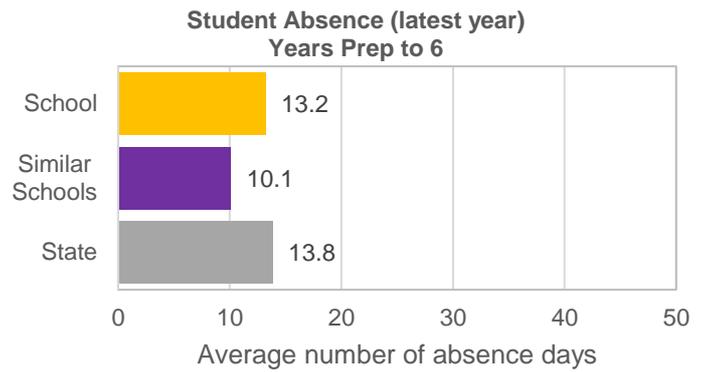
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.2	14.5
Similar Schools average:	10.1	13.4
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):	95%	92%	94%	92%	92%	94%	94%

WELLBEING

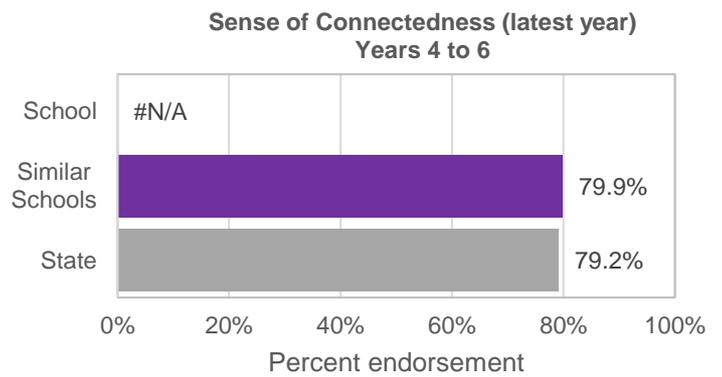
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	84.5%
Similar Schools average:	79.9%	81.0%
State average:	79.2%	81.0%



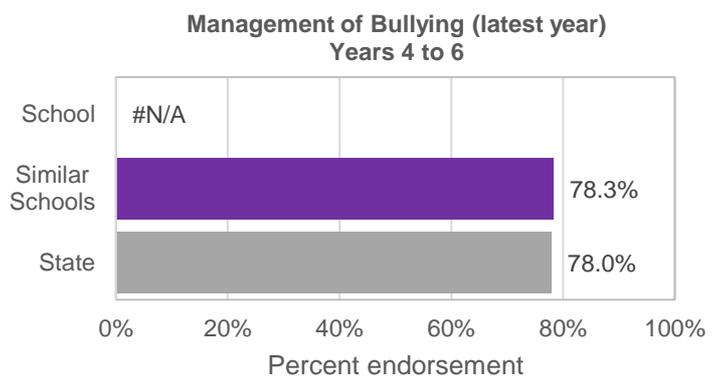
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	88.2%
Similar Schools average:	78.3%	81.3%
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	\$4,484,180
Government Provided DET Grants	\$668,049
Government Grants Commonwealth	\$7,612
Government Grants State	\$24,608
Revenue Other	\$87,825
Locally Raised Funds	\$303,128
Capital Grants	NDA
Total Operating Revenue	\$5,575,401

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,600
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$12,600

Expenditure	Actual
Student Resource Package ²	\$4,592,467
Adjustments	NDA
Books & Publications	\$7,459
Camps/Excursions/Activities	\$38,447
Communication Costs	\$10,463
Consumables	\$69,380
Miscellaneous Expense ³	\$41,389
Professional Development	\$13,847
Equipment/Maintenance/Hire	\$18,465
Property Services	\$223,393
Salaries & Allowances ⁴	\$310,931
Support Services	\$15,051
Trading & Fundraising	\$82,800
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$46,029
Total Operating Expenditure	\$5,470,123
Net Operating Surplus/-Deficit	\$105,278
Asset Acquisitions	\$8,055

- (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	\$476,853
Official Account	\$18,661
Other Accounts	NDA
Total Funds Available	\$495,515

Financial Commitments	Actual
Operating Reserve	\$129,118
Other Recurrent Expenditure	\$26,437
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$75,418
Repayable to the Department	\$150,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
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	\$380,973

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.