

2021 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 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 26 April 2022 at 04:18 PM by Shane West (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 26 April 2022 at 04:41 PM by Laura Shea (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

Situated in the foothills of the Macedon Ranges, New Gisborne Primary School has extensive facilities and continues to enjoy an excellent reputation within the local area. The school's enrolment at the start of the 2021 school year was 585 and was fairly stable over the course of the year. Staffing in 2021 comprised of 38 equivalent full-time staff, made up of a Principal, an Assistant Principal, a Teaching & Learning Coach, 29.5 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.

The school's core curriculum comprises Literacy, Numeracy, Inquiry Learning and embedding Digital Technologies across all curriculum areas. In 2021, BYOD iPads continue to be used in Years 4-6 with shared devices in Foundation to Year 3. Specialist and support programs include Visual Arts, Performing Arts, Physical Education, Literacy Intervention and Languages (Indonesian) for Foundation to Year 4. Quality learning programs are also provided in other curriculum areas including the Little Learners Love Reading 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 extra curricula 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. An Out of School Hours Care program with enthusiastic and caring external staff operates at the school each morning and afternoon.

Framework for Improving Student Outcomes (FISO)

In 2021, the school's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Health & Wellbeing and Building Communities. This included:

- implementation of a literacy tutoring program
- focus on data literacy to inform understanding of student needs and progress
- a focus on explicit and differentiated teaching and feedback.

To support implementation of these KIS, tutors were appointed to identify gaps in student learning created by Covid restrictions. Our tutors worked closely with classroom teachers, support staff and parents to maximise the impact of these programs on student learning outcomes .

We have worked hard to prioritise collaborative planning and Professional Learning Community time whilst trying to remove as much administration and other distractions away from teachers. We have ensured that the focus of our middle leaders is on improving pedagogical practice across the school.

Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students in Years 3 & 5 met all of the Literacy targets set in the AIP with significant gains seen in writing with the Year 3 cohort having 73% of students in the top two bands up from 53% in 2019 and 47% of year 5 students making high growth as opposed to 36% in 2019.

The school has not met Numeracy targets for 2021 and this will become a focus of work in the 2022 AIP. Literacy intervention and tutoring were embedded into practice for 2021 with almost a quarter of the school receiving some form of intervention in reading. This has allowed students at all year levels and abilities to have any gaps filled that were caused by remote and flexible learning. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

New Gisborne Primary School students are engaged and connected to their school and we are proud of our positive start and You Can Do It programs which support students in building resilience, persistence, organisation, and getting along.

This year the school focused on KIS related to the FISO dimensions Excellence in Teaching and Learning and Community Engagement in Learning. The work in this area is ongoing, intentional and, in 2021 included programs such as School Leaders Program, Transition Programs and our Year 6 buddy program. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Junior School Council was also active in running a number of charity fundraising days including the Good Friday Appeal. Student Leaders took an active role in organising and running our Webex assemblies.

The school had a focus on increasing the the percentage of student positive endorsement for student voice and agency which had a slight increase from 75% to 76% and teacher concern which went from 79% to 83%, as indicated in the 2021 AIP.

In 2021, New Gisborne Primary school continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send email messages to parents, requesting them to notify the school of any absences, sent out reports to parents with unexplained absences and made phone calls after extended periods of absences. Our education support team worked closely with families who were having difficulties during remote learning either providing additional phone or webex support or having students attend onsite. Our attendance data continues to be affected by families taking extended holidays to travel.

Wellbeing

New Gisborne Primary School takes an active stance on student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2021 results in all areas of AToSS are in the fourth quartile. The Wellbeing Supplementary report shows our students excelling in every area.

Our comprehensive remote learning program meant that students were well supported and connected and as a result were able to transition with minimal disruption between being onsite and learning remotely.

In 2021 the school continued to forge links with local community health groups including Macedon Ranges Health, Cobaw Community Health and Sunbury Community Health. Macedon Ranges Health further implemented and supported the local Tweens Clinic which provided targeted intervention to students in Years 5 and 6 who suffer from anxiety and/or depression

In a year where parent involvement with the school was needed but difficult to do face to face our parents rallied. The Parent Opinion Survey showed an increase in all area of parent community engagement .

The staff satisfaction, according to the School Staff Survey, was well above the state average in all areas.

Finance performance and position

New Gisborne Primary School finished the 2021 school year in a strong financial position with a bank balance of \$550,123 on 31st December, 2021. This amount included an operating reserve of \$138,734, Recurrent Expenditure of \$16,260 and funds of \$54,314 allocated to projects and/or other commitments for 2022. Strong fundraising efforts by the Parent's Association have boosted our bank balance in readiness to begin a number of grounds improvement

projects in 2022. Equity funding of \$19,215 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. The school has continued to run building and grounds improvements through the \$3.1m capital works grant awarded in 2019.

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 585 students were enrolled at this school in 2021, 272 female and 313 male.

2 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).

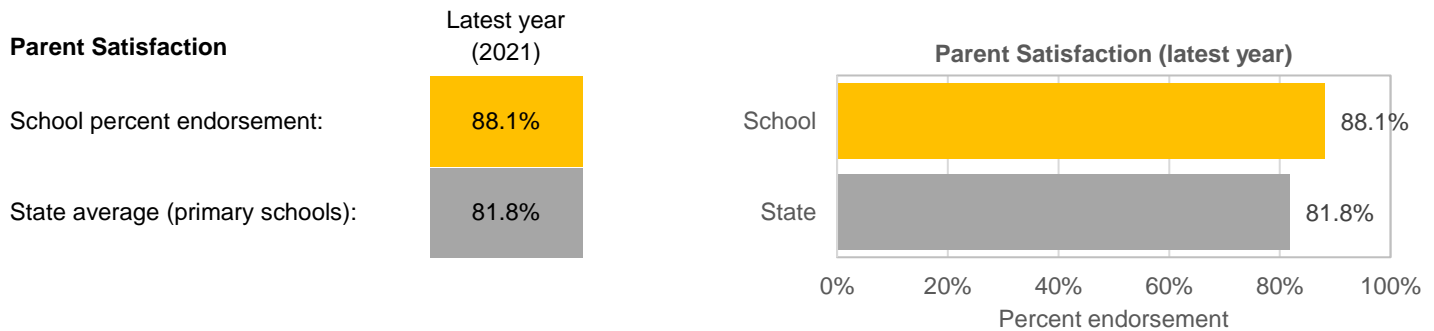
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

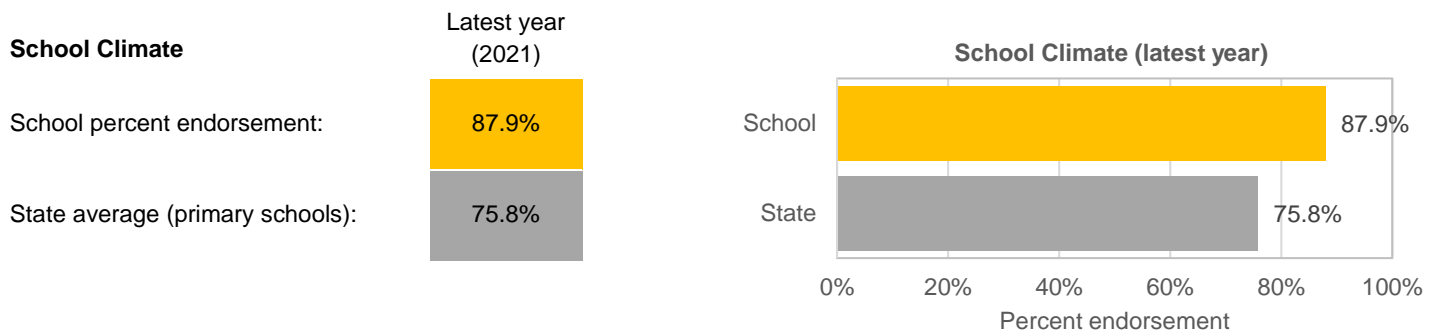


School Staff Survey

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:

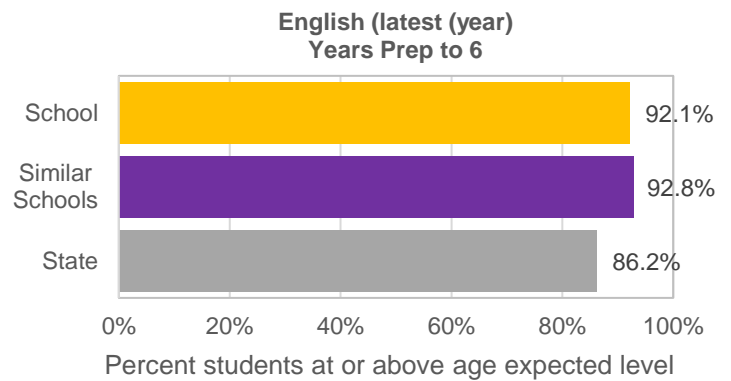
92.1%

Similar Schools average:

92.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

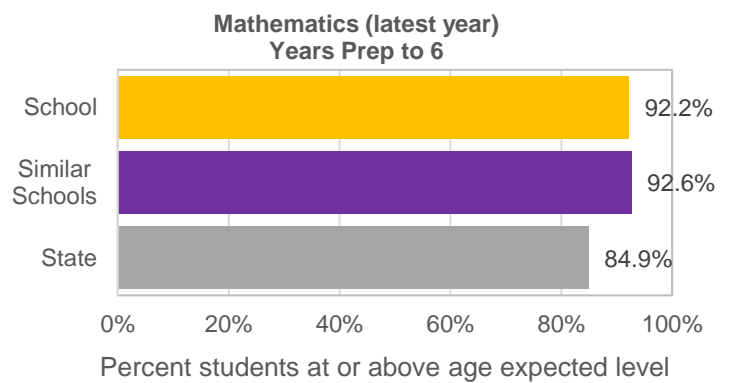
92.2%

Similar Schools average:

92.6%

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.

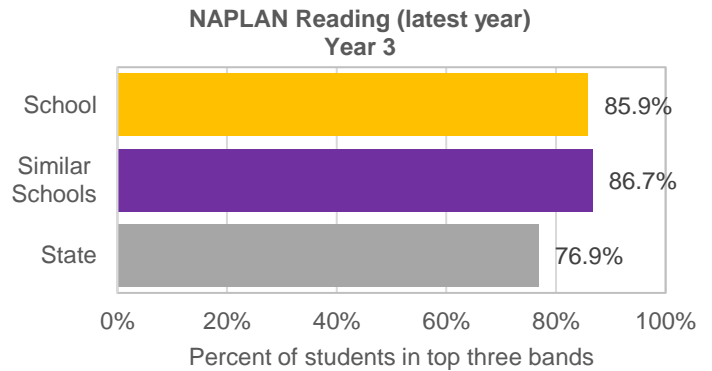
NAPLAN

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.

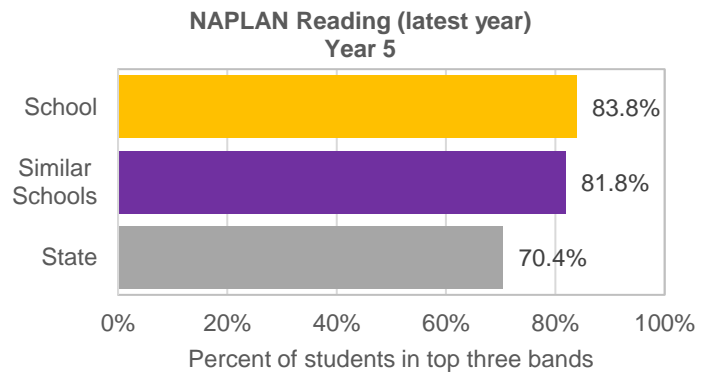
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.9%	86.1%
Similar Schools average:	86.7%	85.9%
State average:	76.9%	76.5%



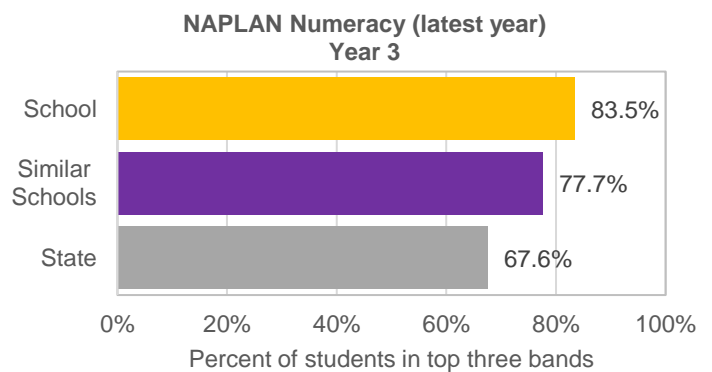
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.8%	82.0%
Similar Schools average:	81.8%	78.8%
State average:	70.4%	67.7%



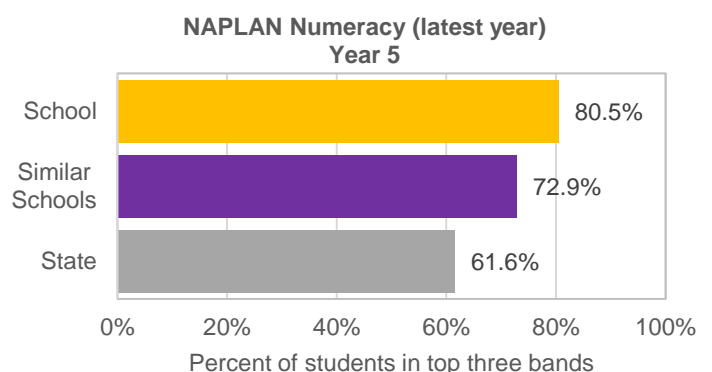
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.5%	84.6%
Similar Schools average:	77.7%	80.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.5%	74.3%
Similar Schools average:	72.9%	70.7%
State average:	61.6%	60.0%



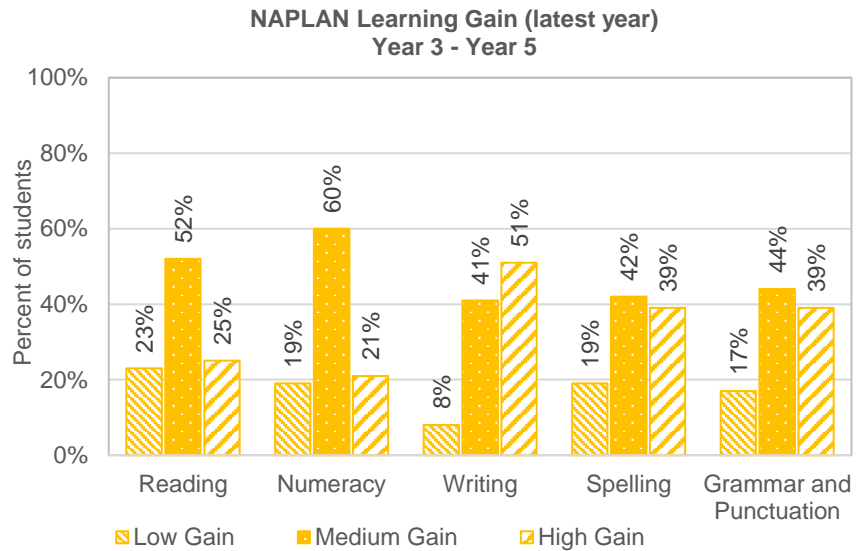
ACHIEVEMENT (continued)

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:	23%	52%	25%	27%
Numeracy:	19%	60%	21%	24%
Writing:	8%	41%	51%	27%
Spelling:	19%	42%	39%	21%
Grammar and Punctuation:	17%	44%	39%	23%



ENGAGEMENT

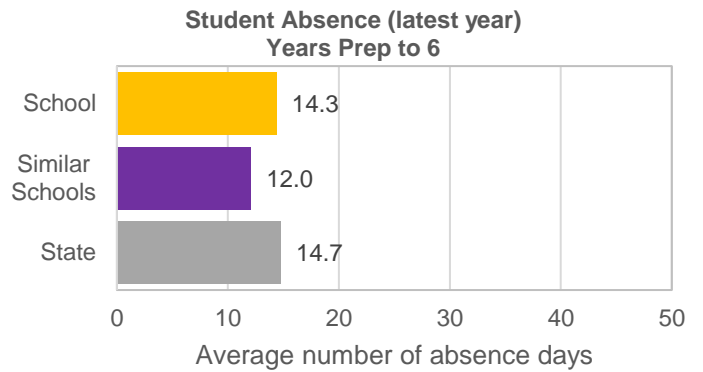
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.3	14.2
Similar Schools average:	12.0	12.8
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):	95%	93%	94%	92%	92%	91%	93%

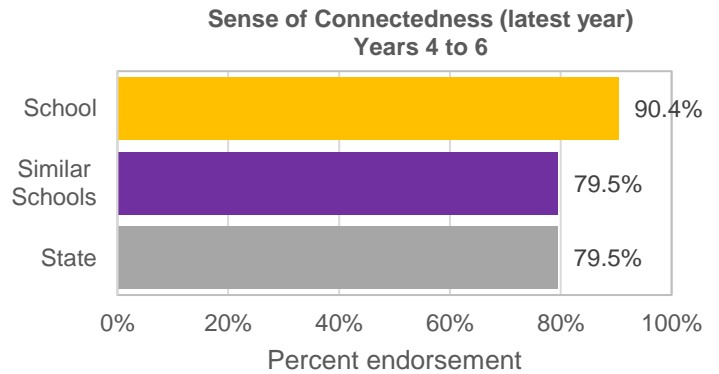
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	90.4%	86.2%
Similar Schools average:	79.5%	80.4%
State average:	79.5%	80.4%

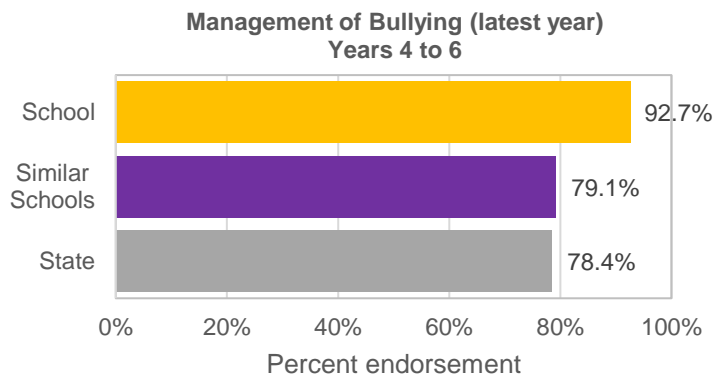


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	92.7%	90.9%
Similar Schools average:	79.1%	80.6%
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	\$4,455,292
Government Provided DET Grants	\$472,248
Government Grants Commonwealth	\$8,866
Government Grants State	\$24,608
Revenue Other	\$13,424
Locally Raised Funds	\$358,403
Capital Grants	\$0
Total Operating Revenue	\$5,332,841

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,215
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,215

Expenditure	Actual
Student Resource Package ²	\$4,588,351
Adjustments	\$0
Books & Publications	\$5,142
Camps/Excursions/Activities	\$97,917
Communication Costs	\$7,695
Consumables	\$109,793
Miscellaneous Expense ³	\$33,946
Professional Development	\$8,302
Equipment/Maintenance/Hire	\$23,905
Property Services	\$132,393
Salaries & Allowances ⁴	\$254,412
Support Services	\$19,239
Trading & Fundraising	\$122,511
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,969
Total Operating Expenditure	\$5,439,573
Net Operating Surplus/-Deficit	(\$106,732)
Asset Acquisitions	\$0

- (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	\$523,002
Official Account	\$27,121
Other Accounts	\$0
Total Funds Available	\$550,123

Financial Commitments	Actual
Operating Reserve	\$138,734
Other Recurrent Expenditure	\$16,260
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$54,314
Repayable to the Department	\$260,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$519,308

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.