

# 2022 Annual Report to the School Community

School Name: Anakie Primary School (1910)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 17 March 2023 at 01:47 PM by Louise Kahle (Principal)

- This 2022 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 05 May 2023 at 01:27 PM by Jessica Capon (School Council President)

# How to read the Annual Report

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## 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with 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

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### School context

Anakie Primary School is a small rural school located at the foothills of the Brisbane Ranges. In 2022 the enrolment was 51 students, across three classrooms, F/1/2, 2/3/4 and 5/6. The staffing profile at Anakie Primary School consisted of three full-time classroom teachers, a learning tutor, education support staff, business manager and Principal. At Anakie Primary School, we support students with a positive learning environment, focusing on academic, personal, and social growth. Our school is fortunate to have strong community connections, with a driven School Council and PFA who have the needs of students at the centre of all decisions. The school community is close-knit, and focuses on providing a positive, inclusive and caring environment. In 2022, Anakie PS had 5.4 full time staff, consisting of 0.9 non-teaching staff, and 4.5 teaching staff (including the Principal). In May 2022, there was a change in Principal at the school, and also changes to teaching and support staff throughout the year.

We leverage our small class sizes to ensure that students are being extended through differentiated teaching, whilst supporting their learning growth through personalised goals. The staff at Anakie create connections with students from across the school, and each individual is treated as a valued member of the community.

Our values are embedded into all our teaching and learning experiences: Respect, Responsibility, Resilience and Excellence. At Anakie Primary School we respect ourselves, our school and the environment around us. We show responsibility with everything we do and make safe and sensible choices. We show resilience when things don't go to plan and bounce back with a positive attitude. We aim for excellence in our learning, trying hard at all times, to be the best person we can be. Students have access to a variety of specialist program each week including Physical Education, Visual Arts, and Indonesian. In addition to this, students engage in the Mobile Area Resource Centre (MARC Van) fortnightly.

Anakie Primary School is part of the Moorabool Valley Association (MVA), which provides students with sporting and camping opportunities. Students also have the opportunity to participate in Speech Nights, enrichment programs at the local secondary schools, and extension programs through the Victorian High-Abilities Program. Our school implements a range of approaches to support the social and emotional wellbeing of our students, including Respectful Relationships, Berry Street Education Model and School-Wide Positive Behaviour. The Parent Opinion Survey indicated that 85.7% of our families had a positive endorsement in their satisfaction of the school, with 79.9% being the state average. 83.1% of school staff had positive responses to the school climate, 10% higher than the state average.

The School Family Occupation and Education (SFOE) density was in the medium range at 0.40. There was one student who qualified to receive support through the Program for Students with Disabilities, and whilst enrolment numbers have remained consistent over recent years, they are still very dependent on the demographic of the local area. In 2022, the school completed some major works to outdoor spaces, including the erection of the entrance structure, a brand new shed that replaces the two older ones in the middle of the school yard, and the shade sails that provides an additional learning space outside. There were a number of fundraising events held throughout 2022, with the most notable one being the cookbook, which was a successful project for the school and broader community, selling 100 copies. The School Council also applied for a Outside School Hours Care Establishment Grant, which was successfully obtained, allow Anakie PS to extend the before school hours in 2023 and beyond, as well as running a holiday program to support families beginning in 2023. Enrolments in OSHC were stable throughout 2022, running at a profit for the second year in a row.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Anakie Primary School enjoyed a year of consistent learning in 2022 after 2 years of remote and flexible learning. The priorities for 2022 were to continue promoting learning rigour, prioritising learning time, and implementing quality, evidence-based instruction. A Strategic Plan goal for the school was to improve student learning outcomes. The Annual Implementation Plan goals for learning were for all students to make at least 12 months learning growth in the 12-month period using teacher judgement data in Reading, Writing and Mathematics from Dec 2021 - Dec 2022. The performance summary indicates that the students at Anakie Primary School continue to have growth in their learning throughout 2022. Teacher judgement data indicated that 89.7% of students were working at or above the expected standards in English, and 89.1% in Mathematics - both above the state and similar schools average. NAPLAN results in 2022 for Grade 3 Reading showed that 75% of students were in the top three bands, above the similar school average, and just below the state average. The 4-year average demonstrated that 64% of students were in the top 3 bands for Reading, considerably lower than both the similar and state school averages. In Grade 5 Reading, the results demonstrated that further attention needs to be given to support the students. 50% of students were in the top 3 bands, 20% below the state average,

and 16.5% below similar schools. The 4-year average was consistent with 2022 results. In Numeracy Grade 3, 75% of students were in the top 3 bands, well above the state average and similar schools. This was consistent with the 4-year average. For Grade 5 Numeracy, 50% of students were in the top 3 bands, on par with similar schools, and 5% below the state average. The goal to increase differentiated learning from 85% (2021) to 88% (2022) was not achieved, in 2022 it was 81%. Effective teacher time increased from 76% to 77% in 2022, falling just short of the goal of 80%. The annual goal to increase self-regulation and goal setting from 83% (2021) to 85% (2022) was met and surpassed to 87%, reflecting the efforts of teachers and students in establishing their goals and attention to their learning. The Staff Opinion Survey factor of Academic Emphasis goal to increase from 80% in 2021 to 85% in 2022 was not achieved, receiving 72% positive endorsement and 25% neutral endorsement.

Tutor Learning focused on intervention for students in both literacy and numeracy throughout 2022. Approximately 15 students were involved in this program each semester, which was implemented 4 days per week. School assessment tools (most used words, writing moderation exercises, F&P Reading Assessments, Essential Assessment), as well as PAT R and PAT M were used to inform the school's TLI data wall to measure growth and also identify students entering and exiting the program. At the conclusion of 2022, an audit of assessments was undertaken to establish valid data sets and impact of teaching. In Semester 2, 2022, three staff members were involved in the PLC initiative. Through collaboration with a number of other small schools throughout the region, staff were able to refine their knowledge, capability and collaboration in regard to the FISO Improvement Cycle, enhancing teacher data literacy and impacting positively on student outcomes.

## Wellbeing

The Wellbeing AIP goal was to increase teacher concern from 80% (2021) to 85% (2022). This goal was School connectedness from 82% (2021) to 85% (2022). This goal was not met (73%), and will become a focus for 2023. The addition of a wellbeing dog to the school was a positive enhancement, supporting a range of students and their social and emotional wellbeing. All staff undertook the Berry Street Education Model training in Term 3 and 4 - Day 1 & 2, with Day 3 & 4 due to be completed in 2023. The Berry Street Education Model gave staff a common language and awareness of trauma informed practices, supporting the needs of all students and their willingness and ability to engage in classroom activities. There was also a continued implementation and investment in the Respectful Relationships Program.

A number of students were supported through the Student Support Services Program, and as a school we will be communicating and developing staff and parent understanding of the disability inclusion initiative. All students who were part of the Tutoring program, as well as students with additional learning needs (support and extension) were provided with an Individual Education Plan and Student Support Group meeting.

The Attitudes to School Survey had a number of very pleasing areas that should be celebrated by our school community. 93% of parents at Anakie Primary School had positive endorsement for not experiencing bullying, considerable higher than similar schools (85%), network (79%) and state (82%). Student views were similar to that of their parents, as evident in the performance summary report, with 85% of students have a positive response to the management of bullying, and the 4-year average sitting at 90.2%. Emotional awareness and regulation saw 78% of Anakie students with a positive endorsement, once again considerable higher than similar schools (70%), network (69%) and state (71%), and a 5% increase from 2021. An area for concern from the 2022 results was the level of resilience experienced by Anakie PS students. 48% of students reported that they had normal to high resilience, however 26% indicated low resilience. These results are considerable below the similar schools (67%), network (64%) and state (68%). Attention to this will be at the forefront in 2023.

As outlined in the performance summary report, 75.6% of students at Anakie PS had positive endorsement for their sense of connectedness, this was 8% lower than the 4-year average for the school, and an area for attention in 2023 to see if we can increase the percentage again.

## Engagement

Throughout 2022 there was a focus on enhancing community connections and continuing to support the home/school partnership. There were opportunities for students at Anakie Primary School to engage with both North Geelong Secondary College and Lara Secondary College through their enrichment programs. A feature of Anakie Primary School is their support with transition from pre-school/kindergarten to primary school. Storytime was continued in 2022, with students attending school for 2 x 1 hour sessions each term to engage in a literacy experience. This will continue from Term 2 in 2023. Towards the end of 2022, the 2023 Foundation students attended Anakie Primary School for 3 transition sessions to build their confidence and support them with their transition to primary school. This was well received by the community. Transition to secondary school was also a focus, with students visiting

different schools, information sessions, and secondary school leaders coming to Anakie to provide information to the students. This was reflecting in the Parent Opinion Survey, with 93% of parents positively endorsing positive transition, a jump from 64% in 2021. Our Junior School Council was proactive in 2022 with fundraising opportunities for the school, including dress-up days, casual dress days, icy-pole sales and support with the cookbook and mosaic wall. In 2022, the school continued to engage in school-wide positive behaviour, with reward dominoes being a feature of all activities, promoting positive behaviour. The Moorabool Valley Association conducted combined camps for our students, as well as sporting events across the year, which was great to see after two years of interrupted events.

Attendance data at Anakie Primary School was consistent to that of similar schools and the state average. For 2022, the average number of absence days was 24.7, however the 4-year average was 20.2. The 4-year average is slightly higher than similar schools (18.2) and the state (17.2). The lowest attendance rate was evident in the Grade 5/6 year level, with 81% and 82% respectively for the Grade 5/6 students. All other year levels sat around the 90-91% attendance rate for 2022.

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## Financial performance

Anakie Primary School remains in a secure financial position in the cash line in 2022, whilst the credit budget was once again utilised to provide quality classroom and specialist teaching staff. At the conclusion of 2022, the school has a surplus of \$122294, which includes a credit to cash transfer of \$12000 for CRT coverage for the 3/4 classroom when there was a change of teacher. It also includes a cash to credit transfer of \$41830 to fund staffing for the School Council operated OSHC. Funding was received to complete the school shade sail, and also a grant for the 2023 OSHC program. The School Council approved funds to complete the new shed, as well as the structure at the front of the school. Equity Funding was used to support the small class sizes, as well as the extensive specialist program, and intervention programs.

# 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 2.0 (FISO 2.0).

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 53 students were enrolled at this school in 2022, 22 female and 31 male.

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

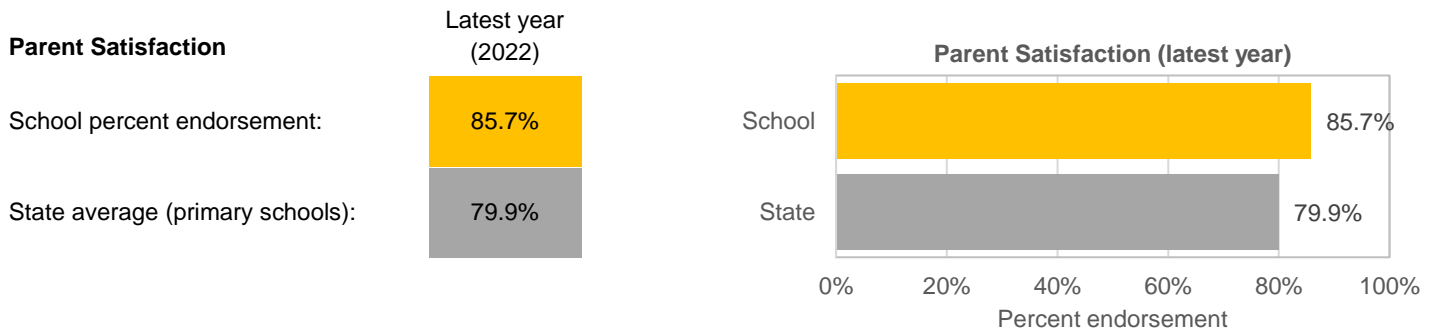
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

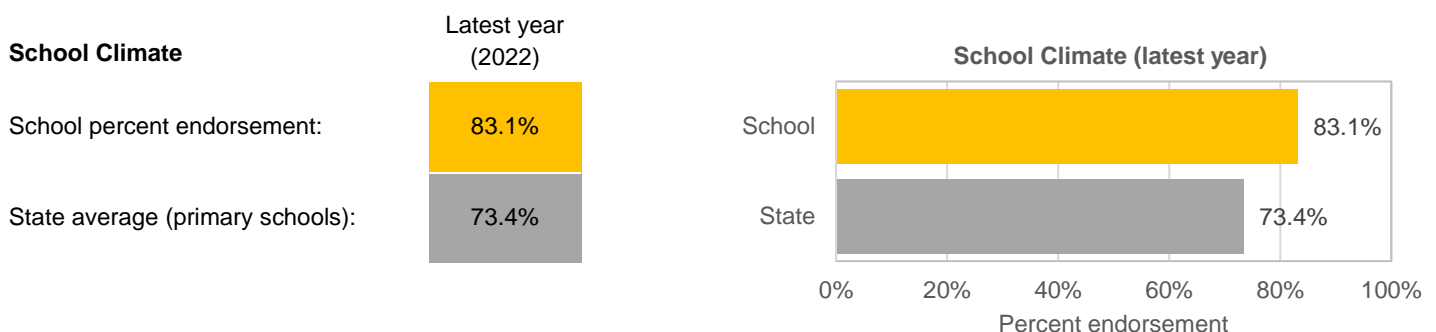


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

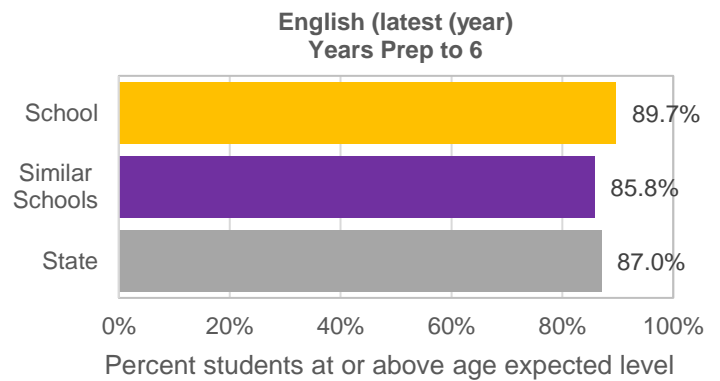
89.7%

Similar Schools average:

85.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

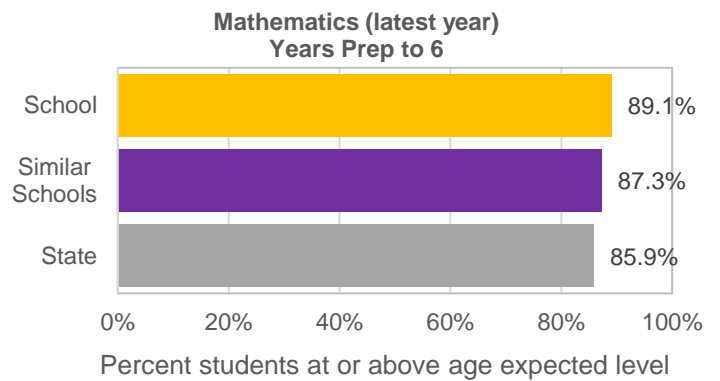
89.1%

Similar Schools average:

87.3%

State average:

85.9%





## LEARNING (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.

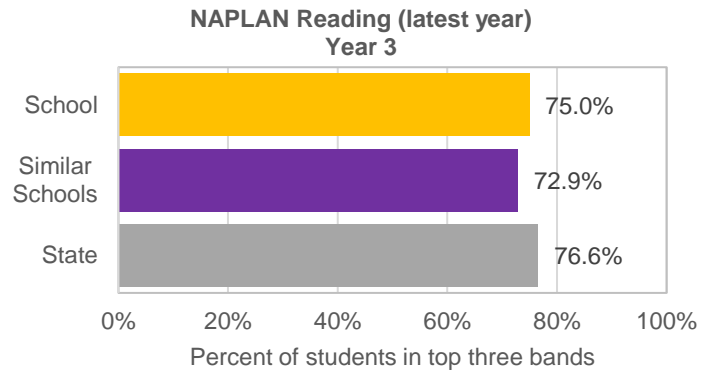
### NAPLAN

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 2019, 2021 and 2022 data.

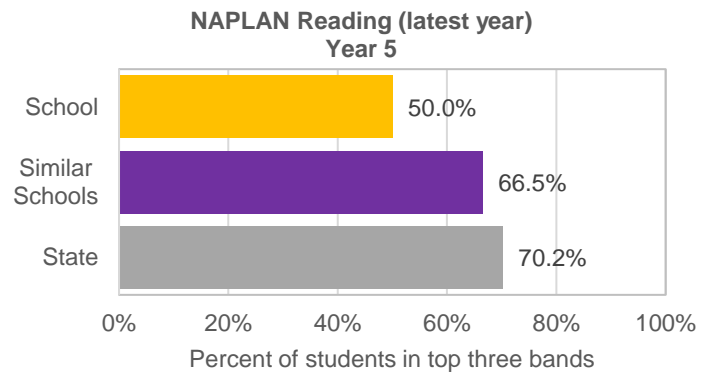
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	64.0%
Similar Schools average:	72.9%	75.2%
State average:	76.6%	76.6%



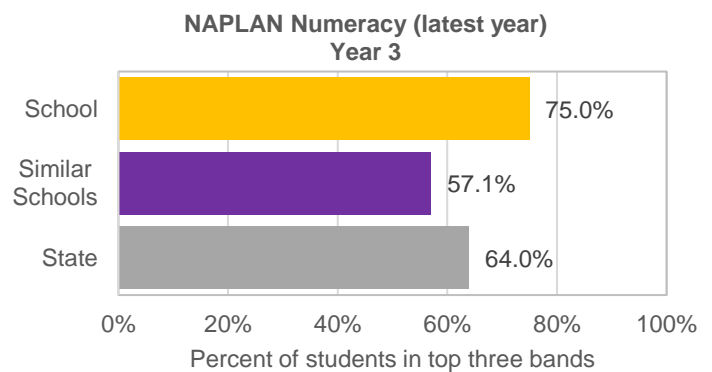
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	50.0%
Similar Schools average:	66.5%	65.4%
State average:	70.2%	69.5%



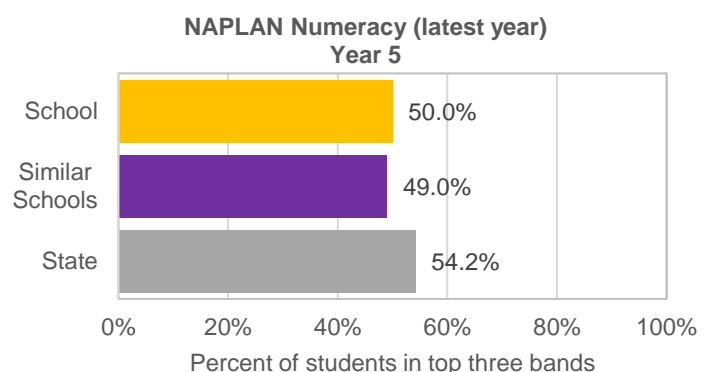
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	68.0%
Similar Schools average:	57.1%	65.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	45.5%
Similar Schools average:	49.0%	53.5%
State average:	54.2%	58.8%



## WELLBEING

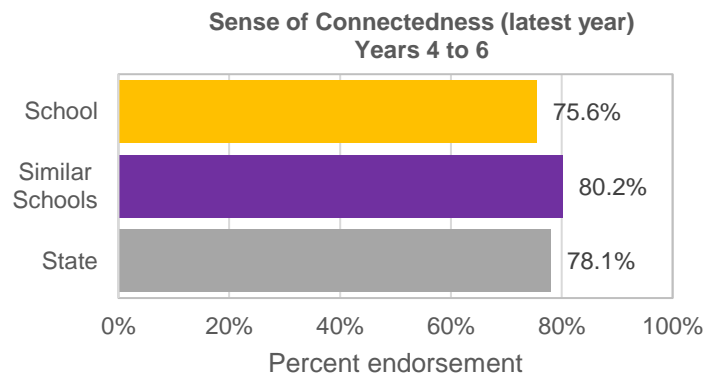
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	75.6%	83.8%
Similar Schools average:	80.2%	82.1%
State average:	78.1%	79.5%

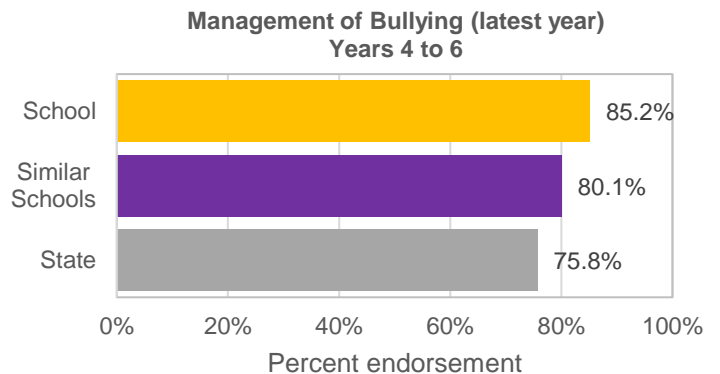


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	85.2%	90.2%
Similar Schools average:	80.1%	83.4%
State average:	75.8%	78.3%



## ENGAGEMENT

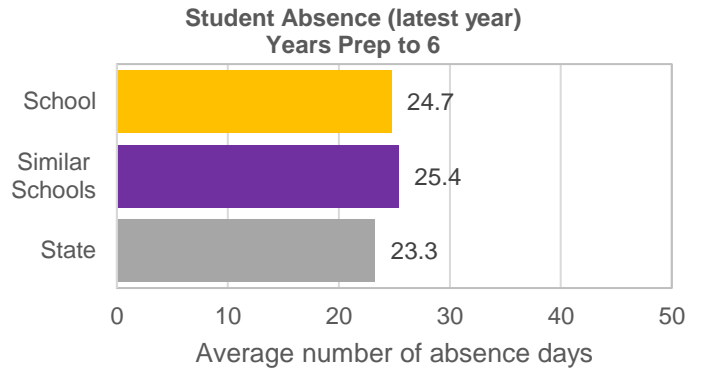
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.7	20.2
Similar Schools average:	25.4	18.2
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	90%	91%	91%	91%	81%	82%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$742,578
Government Provided DET Grants	\$133,561
Government Grants Commonwealth	\$43,573
Government Grants State	\$25,000
Revenue Other	\$22,224
Locally Raised Funds	\$63,386
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,030,322</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$22,113
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$22,113</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$620,285
Adjustments	\$0
Books & Publications	\$2,291
Camps/Excursions/Activities	\$27,047
Communication Costs	\$2,243
Consumables	\$26,937
Miscellaneous Expense <sup>3</sup>	\$13,581
Professional Development	\$23,577
Equipment/Maintenance/Hire	\$10,806
Property Services	\$46,462
Salaries & Allowances <sup>4</sup>	\$41,894
Support Services	\$17,833
Trading & Fundraising	\$16,648
Motor Vehicle Expenses	\$47
Travel & Subsistence	\$0
Utilities	\$9,238
<b>Total Operating Expenditure</b>	<b>\$858,887</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$171,435</b>
<b>Asset Acquisitions</b>	<b>\$55,957</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$114,028
Official Account	\$4,645
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$118,673</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$35,403
Other Recurrent Expenditure	\$695
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$61,668
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$109,766</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*