2019 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).
- 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 2019 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 09 June 2020 at 12:05 PM by Toni Scott (Principal)

The 2019 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 11 June 2020 at 10:11 AM by Katrina Harris (School Council President)

About Our School

School context

Anakie Primary School is a small rural school located at the foothills of the Brisbane Ranges, and commenced 2019 with an enrolment of 54 students across three classrooms (P/1/2, 3/4, 5/6). Class sizes range from 16 in Prep/1/2 to 19 in both Year 3/4 and 5/6, with the majority of students residing within the school's direct catchment area. The school offers an extremely positive learning environment with a vision to promote excellence across all areas of schooling. There is a strong commitment to the community, and high expectations are in place in regard to academic rigour to positvely impact on learning outcomes. The 2019 workforce profile provides a balance of expertise from experienced teachers through to staff in the early stages of their career. The staff composition contributes to the culture of the school, with teachers working closely together in Professional Learning Teams, which also maintains the school's strong academic intent. In 2019, the workforce composition was 6.1 equivalent full time staff: 1.0 Principal Class, 3 Classroom Teachers, 0.5 Specialist Teachers (Visual Arts, PE and Science) and 1.6 Education Support – which includes a 0.6 Business Manager and a 1.0 Classroom Education Support/Out of School Hours Care Coordinator.

Continued vigilance towards improving student learning outcomes in Literacy was a priority in 2019 and saw teachers embrace evidence based practice to build consistency of programming across classrooms. In conjunction with this, the professional learning schedule prioritised data analysis to build teacher data literacy and the use of student data for point of need planning and teaching across all classrooms.

Whilst having all of the benefits of a small school, Anakie Primary School is also part of the Moorabool Valley Association. Together with other small rural schools, the students at Anakie benefit from access to collaborative sporting opportunities and a camping program across Years 3 to 6. The school also has a strong community partnership with the Anakie Community House, and there is a strong and trusting relationship between the parents and staff, with high levels of parent participation on School Council and in the form of a vibrant Parents and Friends Association.

The school values are have RESPECT, be RESPONSIBLE, show RESILIENCE and aim for EXCELLENCE. Students are rewarded in line with the School Wide Positive Behaviours framework for demonstrating positive behaviours, and these expected behaviours are explicitly taught in each classroom. The learning program caters for students across all stages of the learning continuum, and co-constructed individualised learning goals in Literacy and Numeracy are developed for every student. The school has a visible learning approach, where data is in the hands of the students and learning growth is celebrated through data walls. Students successfully participated in 3 Way Conferences in Term 3 to share their goals and achievements with parents and carers, and a very high attendance rate was achieved.

At this time there are no students who qualify for the Language Background Other than English category, 7% of students are enrolled with Aboriginal or Torres Strait Island heritage, and the School Family Occupation and Education (SFOE) density is in the low-medium range at 0.43. There is one students who qualifies to receive support through the Program for Students with Disabilities. Enrolment has shown a gradual incline over the past four years, but is still very dependent on the demographic of the local area.

The buildings at Anakie Primary offer flexibility and allow both internal and external environments to be utilized as learning spaces with a seated deck area adjacent to each classroom. Externally, the school maintains additional quiet seating areas for students, as well as safe and secure play spaces with a rural backdrop. The school invested in a sheltered deck area over the collaborative eating space in 2019, as well as 2 new shade sails and a new piece of playground equipment. The school also employs a part time garden/maintenance person to ensure our buildings and grounds are maintained in a safe and functional manner.

Maintaining strong links with our families and local community is a priority at Anakie Primary and this came to the fore with a very successful Bush Dance in Term 3, which attracted a very strong turn out of students and families. This event also showcased the school's Physical Education and Performing Arts Programs.

The school continued with both its Before and After School Care Program in 2019 to support working parents, which saw a steady increase in attendance numbers thorughout the course of the year, increasing its viability.

Framework for Improving Student Outcomes (FISO)

FISO
The following improvement initiatives were consolidated in 2019:

Improvement Initiatives:
1. Curriculum Planning and Assessment: Staff to implement a consistent, evidence based instructional framework created through collaborative planning and assessment opportunities.   Ongoing
2. Building Practice Excellence: Build teacher capacity to use assessment and data to support individual, cohort and whole school learning outcomes.   Ongoing
3. Curriculum Planning and Assessment: Development of a document curriculum to promote consistency of quality practice across classrooms.   Ongoing
4. Setting Expectations & Promoting Inclusion: Recognise, celebrate and promote academic excellence and learning rigour throughout the school and community.   Ongoing

Our focus throughout 2019 prioritised:
1.   A positive, inclusive learning environment with necessary adjustments to promote individual student success.
2.   A consistent approach to teaching and learning as supported by a whole school instructional framework.
3.   Continued vigilance with data driven instruction and further development of data literate staff in promoting differentiation.
4.   A collaborative PLT approach using the expertise of staff to enhance one other's knowledge and practice through peer observations and coaching opportunities.

Achievement

Anakie Primary School's achievement results are based on statistically small samples of students at each cohort level. The Performance Summary indicates that the students at Anakie Primary have continued to experience success in their learning, which is reflected in the assessments conducted by teachers against the Victoria Curriculum. Using both formative and summative data, teacher assessment against the Victoria Curriculum show that students from Prep to Year Six demonstrate a stronger ability in Mathematics, are working at expected level in this curriculum area, and are performing at a rate consistent with similar schools. Whilst still in the middle range for 60% of Victorian Government Schools, Anakie students are working slightly below the middle range of state average in English. It is pleasing to note a significant 'closing of the gap' between the median of all Victorian Schools and Anakie Primary School in regard to teacher judgement data. Across the school, 48.2% of students were graded above expected level in Reading & Viewing, 21.4% in Speaking and Listening, and 25% in Writing. The number of students below expected age was reduced across all English domains when compared with 2018 data. We exceeded our Strategic Plan goal of at least 85% of learners making at least 12 months learning growth over a 12 month period.

Our 2019 NAPLAN data indicates that whilst our Year 3 students are performing below state level in Reading, seven of the twelve Year 3 students achieved results in the top 3 bands in Reading, and nine of the twelve achieved this outcome in Writing. The representation of Year 3 students in the top 3 bands in Numeracy are performing at a similar rate to state level. In Year 3, the 4 year trend data has Anakie performing slightly below the middle 60% of Victorian Government Primary Schools in Reading and slightly above the median of all Victorian Government Primary Schools in Numeracy.

Whilst behind the median of Victorian State Schools in Reading, our Year 5 students achieved results in the high-medium range in Numeracy. In regard to learning gain over a 2 year period, the Year 5 students in 2019 demonstrated improved outcomes when compared to both 2017 and 2018 data in Reading. The number of students with low

learning gain decreased significantly when compared to 2018 in Spelling. 29% of the Year 5 students showed high growth in Reading in 2019, and one third of students showed high gain in Numeracy. These results reinforce the school's need to provide intervention for students at either end of the learning spectrum.

In 2020 we will continue to develop our Writing program through the use Writer's Notebook to engage our writers, as well as the 7 Steps framework. Staff moderation exercises will continue each term and will provide collaborative opportunities for teachers to discuss student work samples and develop future learning goals.   Professional readings, peer observations and coaching opportunities will also continue to drive consistent, quality, evidence based programming. Developing learning rigour across all year levels will be prioritised, and daily conferencing across all classrooms in both Reading and Writing will provide students with strategies to improve learning outcomes.

We believe that if we continue to strengthen the pedagogical knowledge of staff through evidence based practice, along with a culture of high expectations and academic rigour, then student aspiration and learning outcomes will improve. We also believe that through a strong culture of collaboration and meaningful use of student learning data, then shared responsibility and accountability will reinforce high expectations for staff and continuous improvement for all students.

Engagement

Anakie Primary School is committed to improve school engagement for all students to meet individual needs and achieve schooling success. Our Starting Right Program at the start of each school year and again at the beginning of each term sets the preconditions for a positive learning environment, and prioritises positive relationships between staff and students, and students and students as a foundation for success. Daily Community Circles also contribute to this 'sense of team' and offer a pro active approach to student engagement and wellbeing. Adjustments are made to the curriculum and environment to support individual students, and the learning is differentiated and monitored through authentic staff professional learning team meetings. Opportunities for student voice are presented to our student leadership group, who organise and conduct assemblies and daily Mindfulness sessions, as well as a very active Junior School Council across Years 3-6 who initiate and deliver fundraising ventures.

Student attendance data indicates that our absence rate is slightly higher than the average of collated Victorian schools, and is similar to the school's 2018 data sets. The students understand the importance of being at school each day and how regular attendance impacts positively on learning outcomes, however a small number of chronic absentees contribute to the school's overall attendance rate. Staff at Anakie Primary School are vigilant in their endeavours to improve attendance rates. Strategies include whole school and classroom attendance tracking through displays, celebrations and awards for 100% attendance, constant reminders in the school newsletter and at assemblies regarding attendance goals and achievements, as well as daily follow up with parents regarding students absence. Visible whole school display of attendance rates, and celebrating both individual and cohort attendance is recognised on a daily basis at Anakie Primary School. We continue to provide engaging learning opportunities and are relentless with ongoing communication to our school community and School Council on the value of students being at school each day.

The school community engages with the school values of – have RESPECT, be RESPONSIBLE, show RESILIENCE and aim for EXCELLENCE – which have a strong presence throughout the school each day. In line with the School Wide Positive Behaviour framework, Anakie Primary School acknowledges and rewards positive behaviours through it's effective House System. These rewards are an important part of the school culture, and are celebrated in our fortnightly newsletter and at our whole school assemblies.

Anakie Primary School has a strong transition program, with multiple opportunities for the new Prep students and their families to become familiar with the school, its routines, other students and our staff from Term 3. The school offers a pre school Story Time program in collaboration with the Anakie Community House, and saw up to 6 pre school children attend select sessions. This initiative continues to expose local pre school children and their families to the quality learning environment at Anakie Primary School. The majority of Year 6 students at Anakie Primary School transitioned to Lara Secondary College, which supports transport logistics through an accessible bus service. The Year 6 students were able to benefit from Secondary School Enrichment programs such as Advanced STEM at North Geelong

Secondary College and Maths Enrichment at Lara Secondary College. Through the school's association with the Moorabool Valley Association, Anakie students often know students from other small primary settings prior to transition. At every opportunity, our schools work together to make the transition process as smooth and successful as possible.

Wellbeing

The data presented in the Annual Report indicates that Anakie is performing at a higher level compared to schools of similar demographics in the wellbeing domain, and is also performing at a standard higher than the state average in this area. Data obtained from the DET Student Attitudes Survey (Years 4-6) was extremely positive, with all factors in the fourth percentile bar one. 100% of students felt that high expectations for success were in place, and 98% of responses positively indicated a stimulated learning environment. Data reflecting school connectedness is well above the state average, as is the 3 year average from 2017 to 2019. Again, students believe that bullying is well managed at the school with 91% of students indicating a positive endorsement of this, 6% submitted a neutral response and only 3% a negative response.

An upward trend in regard to classroom behavior and student safety reinforced the active and vigilant approach of all school staff in promoting the school's values of 'Being Responsible, Having Respectful, Showing Resilience and Aiming for Excellence'. The school continued to provide opportunities for students to access services such as counseling, speech pathology, occupational therapy and implemented special focus groups that assisted in meeting the emotional, social and wellbeing needs of individual students.

Teachers recognise the importance of relationships, with structures in place to ensure opportunities for students to 'check in' and regulate for a positive school experience each and every day. All classes use the Community Circles strategy whereby students are able to share their feelings in the secure environment of their classroom. Mindfulness is implemented daily, with the student leaders facilitating this program and offering strategies to wind down and 'tune back into learning' following the busyness of lunchtime play. We continued to promote a Restorative Approach to problem solving and empower students to develop strategies and solutions to manage any social issues that may arise.

In 2019 the school provided numerous extra curricular activities such Instrumental Music lessons, school Netball teams, MVA sporting opportunities, as well as annual community celebrations such as the school ANZAC Ceremony, Bush Dance Concert, Movie Night and End of Year Celebration Day.

We believe that the personalised approach and clear vision at Anakie Primary impacts positively on student wellbeing and encourages our students to develop a growth mindset. One quarter of the student cohort are on an Individualised Learning Program, with specific goals in place to support learning and school engagement. These ILPs are supported by Student Support Group meetings with parents/carers each Semester.

Anakie Primary School recognizes the contribution and value of parents, carers and grandparents in the education of the children, and encourages parents to be an active and integral part of the school community. Parent input is prioritised through; School Council, attendance at Reporting to Parent forums, completing surveys as a means of feedback to drive improvement, newsletter distribution, Compass app, website and Facebook provisions, and also opportunities to participate in the committees that operate throughout the school (eg PFA).

Parent data obtained through the DET Parent Opinion Survey in 2019 saw a participation increase of over 60% when compared with recent years. The parent satisfaction summary indicates that the Anakie Primary School is within the middle 60% of all Victorian Government Primary Schools, and on par with the median of these. 82% of respondents indicated general satisfaction with the school and the school's endeavours to improve, and 100% responded positively to the school's physical environment.

Financial performance and position

Anakie Primary School has maintained a secure financial position in the cash line, whilst the credit budget has been utilised to provide quality classroom teaching and specialist staff. In 2019 major School Council Initiatives included the installation of a new sheltered area over the communal eating area. This has resulted in an eating space that is multi functional and provides protection from the weather all year round. In addition to this, new shade sails and a new piece of playground equipment have been installed. Equity Funding was allocated to the credit line to support the school's specialist program and also staffing for reading intervention across Years Prep to 4. A small surplus remained in the SRP for 2019.

For more detailed information regarding our school please visit our website at
https://www.anakieps.vic.edu.au

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 54 students were enrolled at this school in 2019, 31 female and 23 male.

0 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ☐ Results for this school: ● Median of all Victorian Government Primary Schools: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Below ● Similar ●
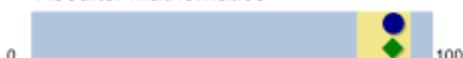
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷

Key: Similar School Comparison
🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below 🔵 Similar 🔵
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below 🔵 Below 🔵
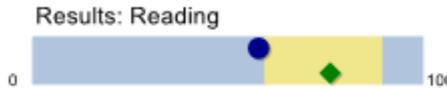
Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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). 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'.

Student Outcomes

Reading
29 % Low | 43 % Medium | 29 % High

Numeracy
33 % Low | 33 % Medium | 33 % High

Writing
29 % Low | 57 % Medium | 14 % High

Spelling
17 % Low | 67 % Medium | 17 % High

Grammar and Punctuation
50 % Low | 50 % Medium

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25% Low | 50% Medium | 25% High

Statewide Distribution of Learning Gain
(all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

Similar School Comparison
A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.

Results: 2019

Few absences <------> Many absences

Results: 2016 - 2019 (4-year average)

Few absences <------> Many absences

Similar

Average 2019 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	92 %	85 %	86 %	92 %	84 %	95 %

Similar school comparison not available

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ▢
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison
 ● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$606,200	High Yield Investment Account	$94,456
Government Provided DET Grants	$103,334	Official Account	$18,942
Government Grants Commonwealth	$2,600	Other Accounts	$0
Government Grants State	$12,875	**Total Funds Available**	**$113,398**
Revenue Other	$7,736		
Locally Raised Funds	$83,649		
Total Operating Revenue	**$816,393**		
Equity[1]			
Equity (Social Disadvantage)	$25,214		
Equity Total	**$25,214**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$599,405	Operating Reserve	$25,135
Books & Publications	$2,484	Other Recurrent Expenditure	$341
Communication Costs	$2,733	Funds Received in Advance	$5,362
Consumables	$14,834	School Based Programs	$72,561
Miscellaneous Expense[3]	$44,133	Maintenance - Buildings/Grounds < 12 months	$10,000
Professional Development	$1,811	**Total Financial Commitments**	**$113,399**
Property and Equipment Services	$88,528		
Salaries & Allowances[4]	$39,278		
Trading & Fundraising	$10,639		
Travel & Subsistence	$21		
Utilities	$7,685		
Total Operating Expenditure	**$811,552**		
Net Operating Surplus/-Deficit	**$4,841**		
Asset Acquisitions	**$0**		

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement
- student achievements in:
   - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
   - English and Mathematics for teacher judgements against the curriculum
   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
   - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
   - Sense of connectedness
   - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
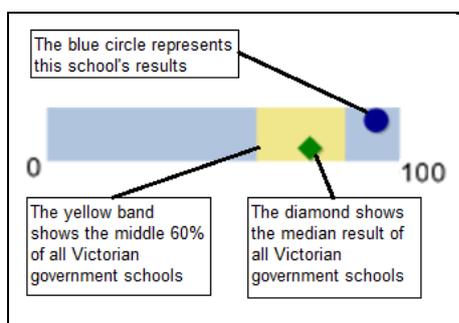
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').