

# 2022 Annual Report to the School Community

School Name: Jindivick Primary School (1951)



- 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 29 March 2023 at 02:03 PM by Wendy Arnott (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 10 May 2023 at 05:50 PM by Sean Whitaker (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

Jindivick Primary School is a rural community primary school with a current enrolment of 63 students. Our school has 4 classrooms, an Art Room, a Music Room, a STEM room, undercover play areas, a multipurpose all-weather basketball court and picturesque school grounds and views. Our school has first class facilities with a strong sustainability focus.

Our school has 5.4 equivalent full-time staff: 1.0 Principal Class, 4.0 Teacher Class and 1.95 Education Support Staff. Morning class sessions concentrate on Numeracy and Literacy, linking in with other curriculum strands. Other sessions include Art, AUSLAN, Music, Science, Respectful Relationships, Life Education and Sport/Health activities. We have a designated HAPS (High Ability Practice) leader, ensuring that all students are challenged to their learning potential. The school is committed to flexible learning, meeting individual needs, and aims for continuous improvement.

Our school also has a strong belief in the importance and benefits of a strong camps program for our students.

The school is committed to the 5C's: Care, Courtesy, Consideration, Cooperation and Commonsense and these values are reinforced daily to build upon our students' development.

The three simple values of 'Care for Self, Care for Others, and Care for Property' are the deeply embedded into everything we do at Jindivick PS.

Our school's vision is to develop students to their potential: academically, socially and personally in a pleasant, stimulating and caring environment.

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

### Learning

Our goal to support both those children who need extra support and those who have thrived, to continue to extend their learning, especially in numeracy.

We have implemented a strong Tutor Learning program across the school. We have prioritised small group intervention, tutor/teacher collaboration time and tutor planning time.

A continuous cycle of Numeracy and Literacy small group intervention, targeting both 'extra support' and 'extension' have run throughout the year across all grade levels.

PatMaths data taken at the end of 2021 has been compared to the end of 2022. Overall, the results for 80% of students involved in the tutoring program for Numeracy have improved their overall baseline data by 12 months or more. Our high achieving students have maintained their growth over the 12 months. Seven students (20%) did not achieve the expected growth and will be included in further intervention programs in 2023.

A school-based survey showed that staff and students have a very positive mindset around the benefits of the Tutoring program and are keen to see it continue in 2023.

A staff member attended the 2 day MAV Annual Conference at the end of 2022, in preparation for taking over the role of Numeracy Leader in 2023

### Wellbeing

Our action to implement the whole school approach to the delivery of respectful relationships education in timetabled explicit lessons for social emotional learning (RRRR) has progressed well over 2022. Respectful Relationships is timetabled for one hour per week in every classroom. In conjunction with RRRR all staff have been involved in Safe Schools Webinars, with further sessions in August and October.

Along with continued webinars for RRRR and Safe Schools, all staff attended a whole day 'Resilient Kids Conference' in Melbourne. From this conference it became clear that we needed to re-invigorate our eSmart work. The cyber-safety of our students is increasingly important for well-being. Two staff members attended an eSmart PD to reinstate

eSafety across our school. Digital licenses and cybersafety is now included in weekly ICT lessons across the school. Life-Education has also been used to deliver lessons on being cyber safe to Grades 3 - 6. We met our target, 'By the end of 2022 increase the positive endorsements for AToSS factors: Voice and agency from 68% (2018 - 2021) to 70% or above', with a 73% positive endorsement this year.

We continue to keep in regular contact with the SSSO team; in particular new enrolments of particularly vulnerable children.

## Engagement

In Numeracy, staff are developing student-led learning logs that enable students to work towards taking responsibility for their own learning goals. Students have been supported in actively seeking feedback from teachers and peers, to progress their learning and reflect on their learning experience. Students have also been working towards taking responsibility for their learning and are, on the whole, becoming independent and self-regulating learners. Our goal to 'Increase students' capacity to be active, independent, self-directed learners', continues to track positively. The annual goal set for the end of 2022, 'To increase or maintain the positive endorsements for AToSS factors' was met:

- Stimulated learning from 85% (2018 - 2021) to 86% or above - 84% in 2022
- Voice and agency from 68% (2018 - 2021) to 70% or above - 73% in 2022
- Self-regulation and goal setting from 94% (2018 - 2021) to 94% or above - 91% in 2022

A school based survey reflected very positive results for engagement with high endorsements for: our active Junior School Council, our school camps and excursions program and our clubs program.

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## Other highlights from the school year

Highlights of our school year include many activities, camps, excursions and community events.

We took the opportunity to be involved in the free camp program delivered by the Education Department. Our grades 3 - 6 went Portsea Camp, as well as our 3 - 6 camp to Allambee, as part of our annual camps program. Our excursions included: National Young Leaders Day in Melbourne for all of our grade 6's, Gumbuya Animal Reserve and Cranbourne Botanical Gardens as part of ongoing themes in the classrooms.

We also enjoyed performances at the West Gippsland Arts Centre including - 'Alphabet of Awsome Science' for the grades 3 - 6, and 'Edward the Emu' for the Foundation and 1/2 students. A theme in the Senior grades on 'Immigration, Refugees and Asylum seekers', led to the donation of \$2000 worth of food items by our school community. Six of our senior students along with two staff members delivered the donations to the Asylum Seeker resource Centre in Brunswick.

To highlight our strong Music and Performance Arts programs, we held our annual whole school 'Soiree' in Term 3 and the annual whole school concert at the end of the year. All students have the experience of performing on stage in front of a capacity crowd at the Jindivick Community Hall.

Healthy, active students is a priority for our Jindivick children. Students were involved in: Junior and Senior athletic sports, cross-country event, whole school swimming program, Fun Run, Jump Rope for Heart and workshops with the AFL.

Community events included: all students being involved in 'Clean up Australia' and our School Captains reciting a poem and laying a wreath at the Jindivick community ANZAC ceremony.

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## Financial performance

Jindivick PS finished the year with a total available balance of \$48,273 with included an operating reserve of \$28,046, compared to total available funds of \$57,380 in 2021. School programs were back to normal with camps and excursion expenses increasing to \$27,651. Grants including Bushfire Preparedness (\$14,877 – 80% of grant) and the Shade Sail program funds (\$19,694 – 80% of grant) were received, with the shade sail partially paid in 2022, to be fitted in 2023. Additional quarterly grants were again provided by DET for 'Covid' daily additional cleaning throughout 2022 which resulted in an increase in cleaning expenses. ES (non-teaching staff) costs increased due to casual staff being employed. An SRP credit to cash transfer of \$20,000 was made to assist with the non-teaching staff costs. Allocation of funds for 2023 include the final payment for the shade sail upon installation and library bookshelves.

# 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 62 students were enrolled at this school in 2022, 37 female and 25 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).

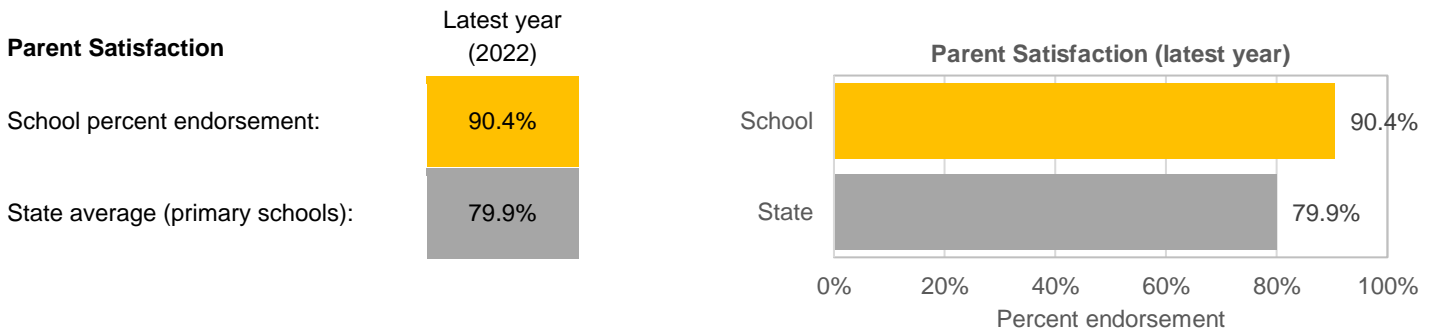
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

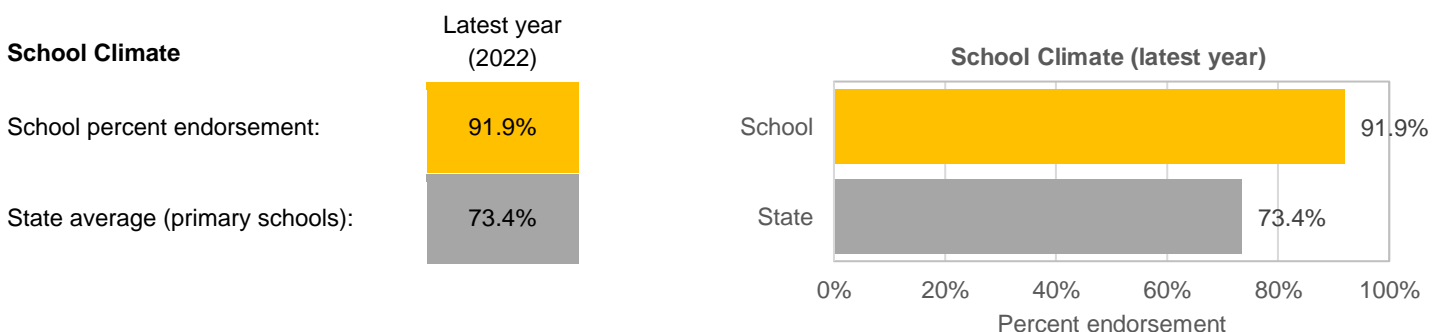


### School Staff Survey

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:

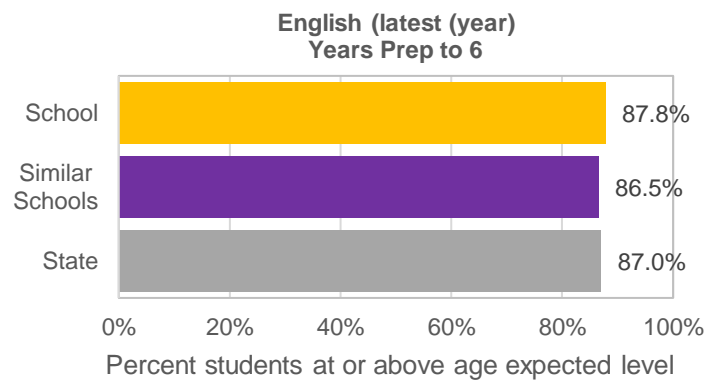
87.8%

Similar Schools average:

86.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

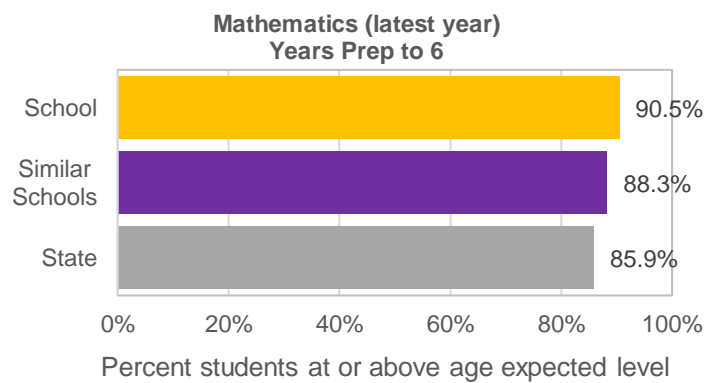
90.5%

Similar Schools average:

88.3%

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.

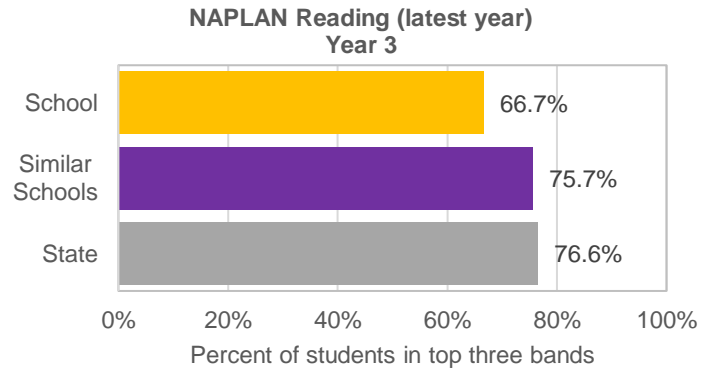
### NAPLAN

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.

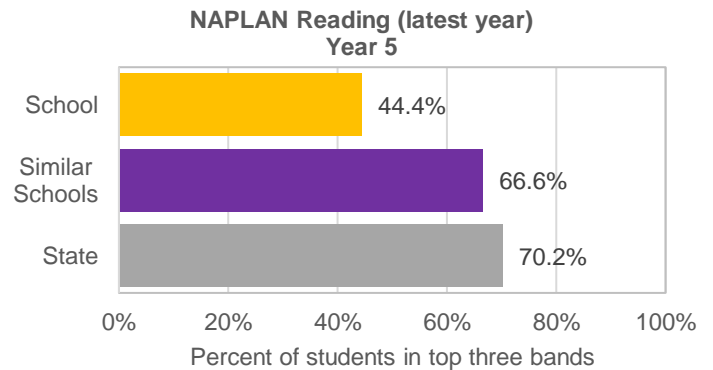
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	81.8%
Similar Schools average:	75.7%	74.9%
State average:	76.6%	76.6%



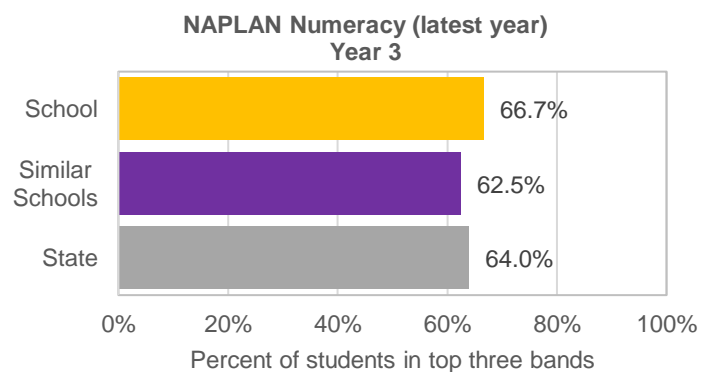
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	54.2%
Similar Schools average:	66.6%	64.9%
State average:	70.2%	69.5%



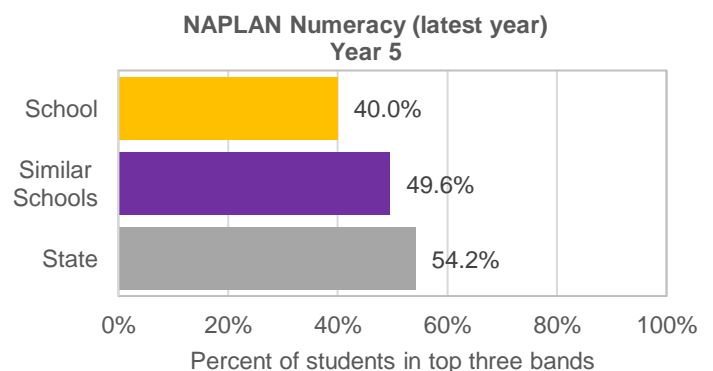
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	77.3%
Similar Schools average:	62.5%	65.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	48.0%
Similar Schools average:	49.6%	53.4%
State average:	54.2%	58.8%



## WELLBEING

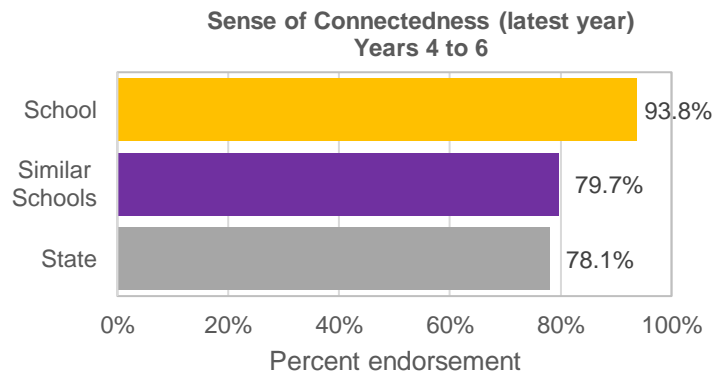
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	93.8%	89.9%
Similar Schools average:	79.7%	80.7%
State average:	78.1%	79.5%

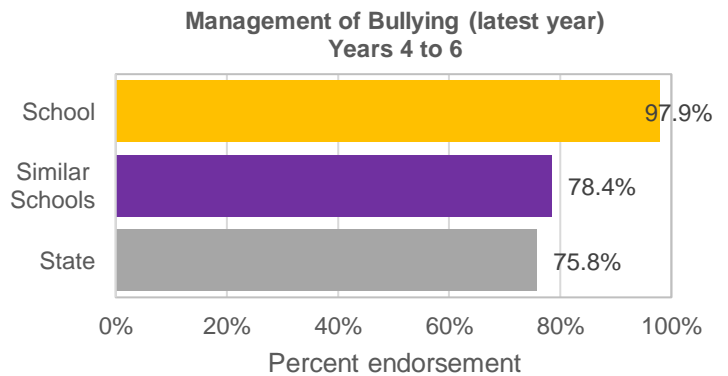


### Student Attitudes to School – Management of Bullying

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:	97.9%	95.4%
Similar Schools average:	78.4%	81.7%
State average:	75.8%	78.3%



## ENGAGEMENT

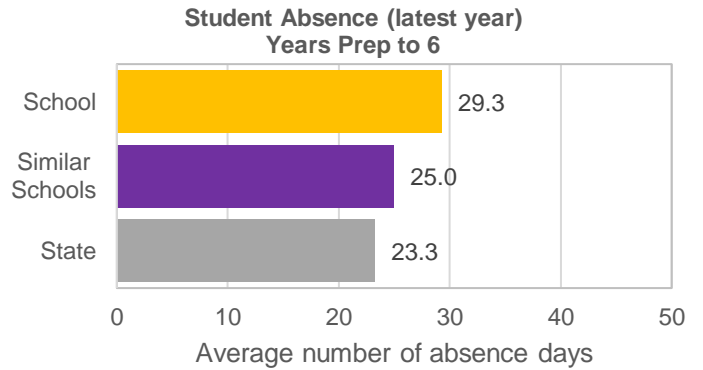
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	29.3	17.2
Similar Schools average:	25.0	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):	87%	85%	83%	86%	84%	85%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$828,665
Government Provided DET Grants	\$126,046
Government Grants Commonwealth	\$0
Government Grants State	\$20,002
Revenue Other	\$1,268
Locally Raised Funds	\$32,405
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,008,386</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,870
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,870</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$801,980
Adjustments	\$0
Books & Publications	\$2,199
Camps/Excursions/Activities	\$27,651
Communication Costs	(\$11)
Consumables	\$23,813
Miscellaneous Expense <sup>3</sup>	\$4,061
Professional Development	\$2,253
Equipment/Maintenance/Hire	\$18,620
Property Services	\$52,075
Salaries & Allowances <sup>4</sup>	\$50,260
Support Services	\$0
Trading & Fundraising	\$4,737
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,658
<b>Total Operating Expenditure</b>	<b>\$993,297</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$15,088</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$45,534
Official Account	\$2,740
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$48,273</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$28,047
Other Recurrent Expenditure	\$0
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	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$23,047
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$56,093</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.*