

2021 Annual Report to The School Community



School Name: Drouin South Primary School (2313)



- 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 07 March 2022 at 11:23 AM by Michael Smith (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 16 March 2022 at 10:16 AM by Aoife Shaw (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

Drouin South Primary School is a rural school in West Gippsland located 5 kilometres south of the town of Drouin. In 2021 the school enrolment was 131. The school had 12.2 equivalent full-time staff: 1.0 Principal class, 6.8 teachers and 1.2 education support staff (administration) and 1.82 education support staff (inclusion). Our Out of School Hours Care Program (OSHC) provides community support for our families.

The school vision is "Learning Together" - A community of active thinkers who achieve their dreams. This vision was developed through consultation with the school community using language provided by students, parents and staff. The values which underlie the vision and actions of the school community are: We are Caring, Respectful, Learners'. The vision aims to incorporate all members of the school community and acknowledge that everyone sees themselves as part of the learning process.

The school offers a curriculum that focuses on the essential learning areas of literacy and numeracy. Student learning is enhanced through wider curriculum programs and extra-curricula activities that support student engagement and connectedness to school. Integrated studies are supported by comprehensive units of work that expose students to community and global issues. During 2021, specialist programs in Visual Arts, Performing Arts and Physical Education were provided for all students. The introduction of Writer's Workshop throughout the year built on the previous year's work of implementing the Reader's Workshop instructional model throughout the school. This was the second year that all schools were affected by Covid -19. There were long periods of remote and flexible learning where learning was delivered in a hybrid form of on-line sessions, work-at-home packs and on-site learning for children of essential workers and vulnerable students. Our specialist teachers also found ways to present programs in the online domain. Extra-curricular activities such as Instrumental Music, Lego Club, Junior School Council and Breakfast Club were only offered when possible. Parent participation on school council, working bees, celebration days and well supported fundraising activities is a valued part of school life, however, with periods of remote and flexible learning and the restrictions to volunteers and visitors in schools, many of these activities were either very limited or did not happen throughout year. School Council meetings were held via Web-Ex as were many staff and team meetings. Teachers at Drouin South Primary School have continued their commitment to working in a Professional Learning Community and Professional Learning Teams and strengthened this process throughout the year despite having to meet and collaborate on-line.

Framework for Improving Student Outcomes (FISO)

In 2021, Drouin South Primary School focused on the implementation of Key Improvement Strategies related to the FISO dimension of Building Leadership Teams, Curriculum Planning and Assessment and Building Practice Excellence. Some the actions were modified due to the onset of COVID, however, flexible approaches were employed by staff to ensure that many of the planned actions in the school AIP were achieved.

The School Improvement Team commenced professional learning in Agile Learning Routines. These routines helped to develop a system of rapid action plans and fortnightly "Stand-Up" check-in meetings where progress was reviewed and refined. Teachers worked in professional learning teams to conduct peer observations when possible and whole school Professional Learning Community meetings had a strong committed focus to build knowledge of all teaching staff around the teaching of writing and the implementation of the writer's workshop approach.

PLTs continued to further develop and refine the skills and knowledge statements at each level of the curriculum in the area of Mathematics. This work was extremely important in developing teacher knowledge of the mathematics curriculum, selecting the parts of the curriculum that are "guaranteed and viable" as well as being used as a guide to the development of Common Assessment tasks for Maths inquiries in Professional Learning Teams.

Achievement

Most students participated well throughout the period of remote learning during 2021.

The school teacher judgements in literacy demonstrated 82.2% achieved expected levels in literacy by the end of 2021.

Teacher judgements in numeracy indicated 83.5% of students achieved at or above expected levels.

In NAPLAN, 93.% of students in Year 3 achieved within the Top 3 bands of Reading. This result was extremely high in comparison to the similar schools (74.5%) and the state (76.9%)

Year 5 Reading was also well above state and similar schools with 78.6% of students achieving in the Top 3 Bands.

NAPLAN Numeracy results for Year 3 were also well above state and similar schools with 86.7% achieving in the Top 3 bands. (Similar schools = 66.8%)

Year 5 Numeracy was also above the state and similar schools with 57.1% of students at Drouin South PS achieving within the Top 3 bands (Similar schools=52%)

The percentage of students achieving high learning growth from Year 3 to 5 was equivalent to similar schools in all areas and was above above in areas of Numeracy, Spelling and Grammar/Punctuation.

Engagement

The engagement measure used to determine levels of student engagement is based on Attendance. 2021 attendance data shows Drouin South Primary School recorded high absence data through 2021 (greater than state and similar schools). the average number of absence days per student in 2021 was 20.7 days. This included attendance during periods of Remote and Flexible Learning. Students were supported back into the school following period of remote and flexible learning by placing a focus on physical breaks and "brain breaks" throughout learning sessions. The school will continue to develop opportunities for student voice and agency to ensure connectedness and engagement continues to grow in future years.

Wellbeing

Drouin South Primary School was focused on assisting families and staff throughout 2021 during long periods of remote and flexible learning. Maintaining school connectedness throughout the year was certainly challenging but was well-supported by staff, students and parents. the use of applications such as Class Dojo assisted in keeping lines of communication open. The School Chaplain also made time to touch base with vulnerable families and students throughout remote learning and on transition back to school.

Student sense of connectedness as measured in the staff survey was strong in Year 4 and somewhat lower by the time students reach Years 5 and 6 indicating a feeling of disconnect.

The school well-being team looked at behavioural data on a regular basis to determine the best approaches to intervention throughout the year.

The Attitudes to School data will be a focus throughout next year as the school aims to provide further opportunities for student voice and agency.

Finance performance and position

Strategic budgeting and careful financial management throughout 2021 ensured that the school finished in surplus both with cash and credit budget areas. The school received a total of \$49,08 equity funds that were used to support students through programs and initiatives such as the Chaplaincy and employment of education support staff to support vulnerable students within classrooms and during on-site learning throughout the year. The school received approval for a minor works grant of almost \$30,000 from the Department of Education and Training to provide improvements to the student toilet block which were completed during the 2021/22 school vacation period.

For more detailed information regarding our school please visit our website at
www.drouinsouth.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 131 students were enrolled at this school in 2021, 60 female and 71 male.

0 percent of students had English as an additional language and 3 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).

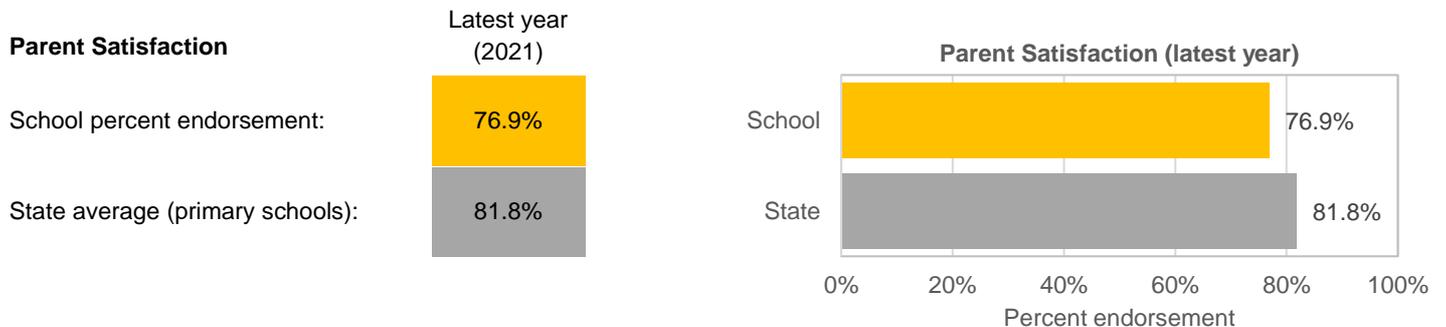
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

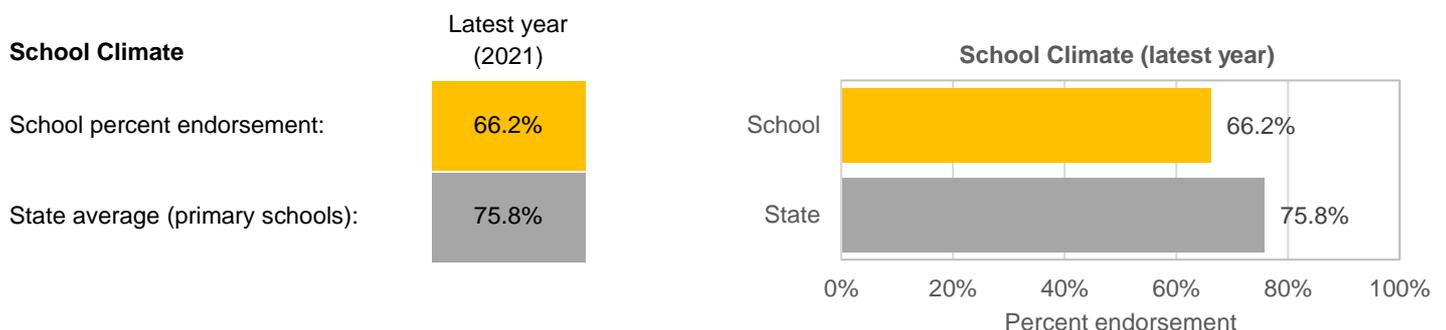


School Staff Survey

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.



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:

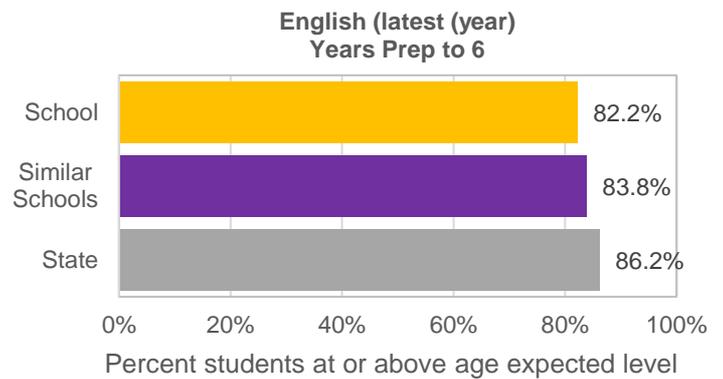
82.2%

Similar Schools average:

83.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

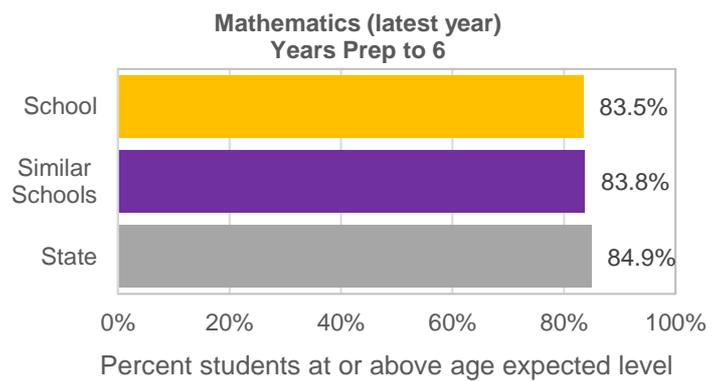
83.5%

Similar Schools average:

83.8%

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.

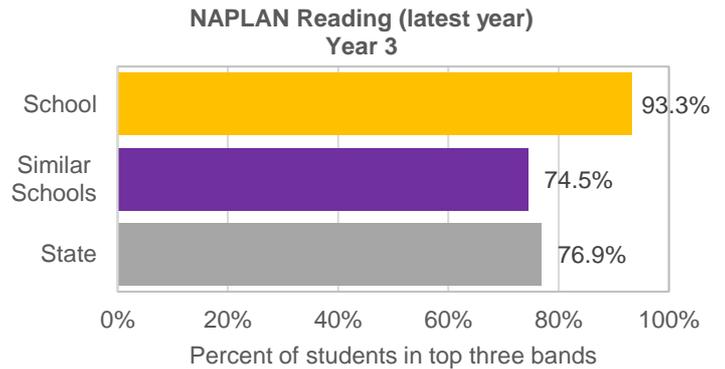
NAPLAN

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.

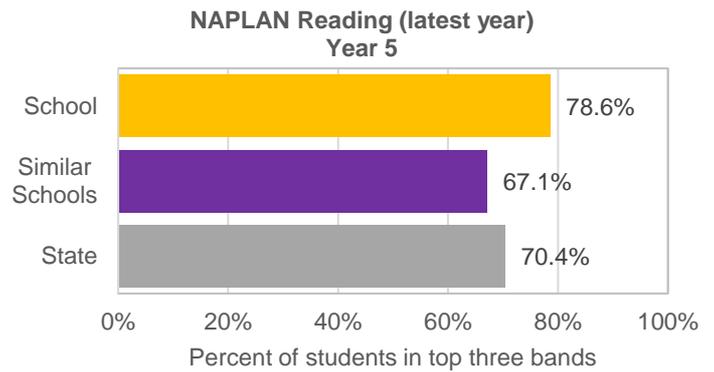
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.3%	81.5%
Similar Schools average:	74.5%	73.3%
State average:	76.9%	76.5%



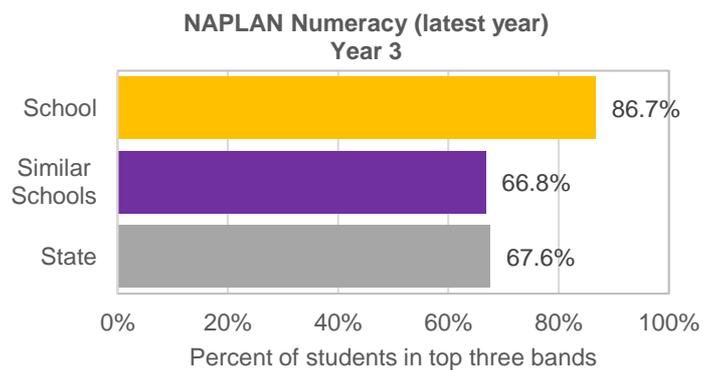
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.6%	64.0%
Similar Schools average:	67.1%	66.1%
State average:	70.4%	67.7%



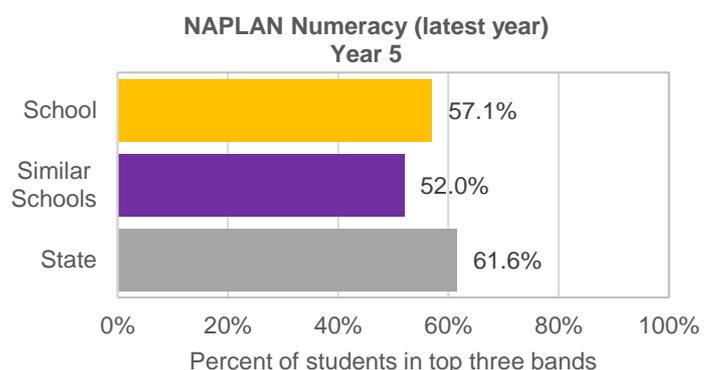
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.7%	83.3%
Similar Schools average:	66.8%	67.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	42.0%
Similar Schools average:	52.0%	54.3%
State average:	61.6%	60.0%



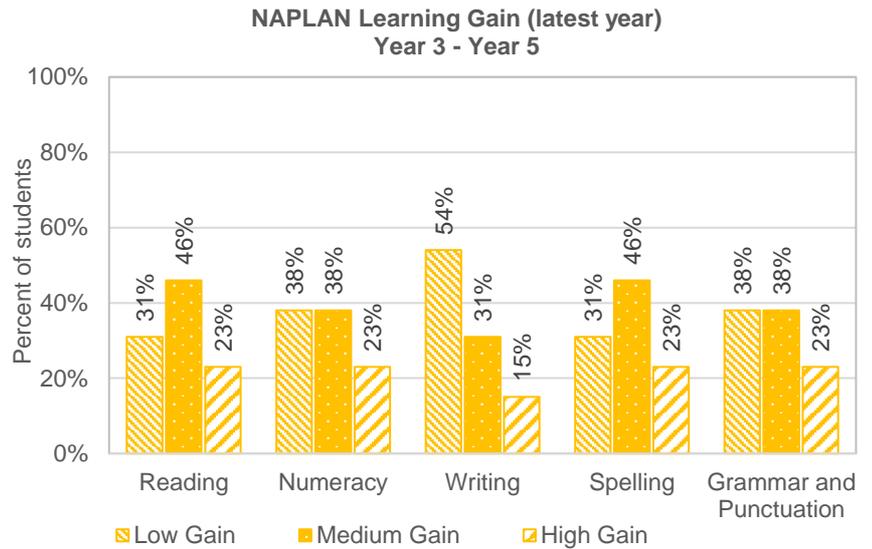
ACHIEVEMENT (continued)

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:	31%	46%	23%	22%
Numeracy:	38%	38%	23%	18%
Writing:	54%	31%	15%	16%
Spelling:	31%	46%	23%	18%
Grammar and Punctuation:	38%	38%	23%	19%



ENGAGEMENT

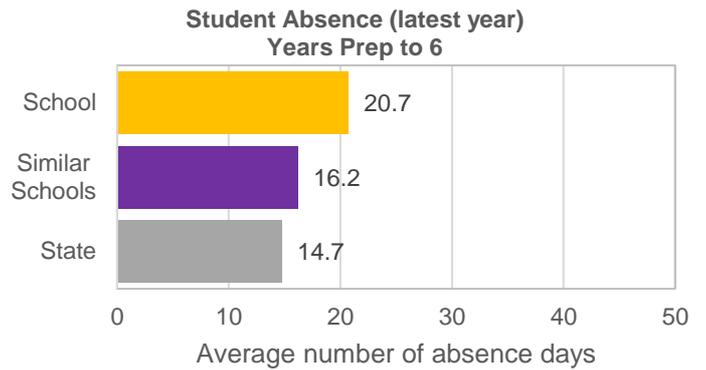
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.7	17.0
Similar Schools average:	16.2	15.1
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):	90%	87%	91%	90%	89%	90%	91%

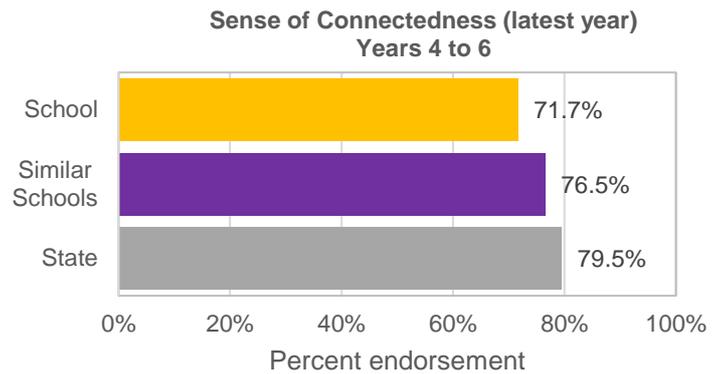
WELLBEING

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:	71.7%	71.6%
Similar Schools average:	76.5%	77.6%
State average:	79.5%	80.4%

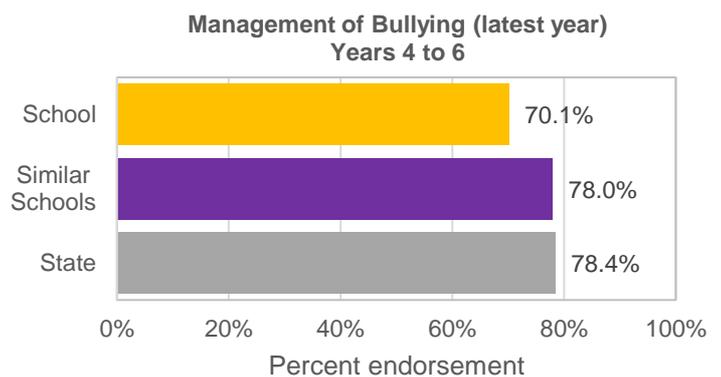


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	70.1%	63.1%
Similar Schools average:	78.0%	79.2%
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	\$1,274,352
Government Provided DET Grants	\$206,430
Government Grants Commonwealth	\$46,646
Government Grants State	\$0
Revenue Other	\$1,417
Locally Raised Funds	\$76,426
Capital Grants	\$0
Total Operating Revenue	\$1,605,271

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,018
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$49,018

Expenditure	Actual
Student Resource Package ²	\$1,242,147
Adjustments	\$0
Books & Publications	\$1,032
Camps/Excursions/Activities	\$23,573
Communication Costs	\$3,705
Consumables	\$24,487
Miscellaneous Expense ³	\$16,932
Professional Development	\$3,572
Equipment/Maintenance/Hire	\$7,268
Property Services	\$80,799
Salaries & Allowances ⁴	\$90,452
Support Services	\$26,516
Trading & Fundraising	\$10,725
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,510
Total Operating Expenditure	\$1,548,717
Net Operating Surplus/-Deficit	\$56,554
Asset Acquisitions	\$9,598

- (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	\$105,904
Official Account	\$8,099
Other Accounts	\$0
Total Funds Available	\$114,003

Financial Commitments	Actual
Operating Reserve	\$48,489
Other Recurrent Expenditure	\$523
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$49,013

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.