

2022 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 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 28 April 2023 at 02:49 PM by Michael Smith (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 09 May 2023 at 02:25 PM 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 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.

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
-

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)

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. Our school vision is "Learning Together" - A community of active thinkers who can achieve our dreams. This vision was developed collaboratively by the school community to emphasise the commitment to developing active learners and that teachers and parents are always learning better ways to assist our students to grow.

In 2022 the enrolment was 137. The school had 12.2 equivalent full-time staff: 1.0 Principal class, 8.0 teachers and 1.0 education support staff (administration) and 2.2 education support staff (inclusion). Our Out of School Hours Care Program (OOSHC) provides community support for our families 5 mornings and afternoons per week. Our school facilities include a BER building which includes six classrooms, large flexible learning spaces, withdrawal rooms, bathroom facilities, a kitchen and two large multipurpose learning areas. The school also has an Arts and Science room, also used for Out of School Hours Care, and an older building which includes the administration office, staffroom, library, and four classroom spaces.

Drouin South PS strives to provide highly effective learning and social opportunities for all students. The school is a Positive School Wide Behaviour School with the expectations of 'Caring, Respectful, Learners'. The school offers a curriculum that focuses on the essential learning areas of literacy and numeracy. Our instructional model is strongly based on the principles of gradual release and our literacy sessions follow the Reader's and Writer's Workshop models. Our Mathematics program is focused on providing a carefully sequenced, guaranteed and viable curriculum across all year levels with a solid focus on the capabilities of understanding, fluency, reasoning and problem solving. 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 2022, specialist programs in Visual Arts, Performing Arts and Physical Education were provided for all students. We also introduced AUSLAN as our LOTE curriculum for all students. Instrumental Music, Lego Club, Junior School Council and Lunch-time clubs are examples of optional extra-curricula activities that operated throughout the year. Parent participation on school council, working bees, celebration days and well supported fundraising activities is a valued part of school life. The Farm World Delivery Service has been a school fundraising event that is well supported by current and past families that takes place in March/April each year. Teachers at Drouin South are committed to working in a Professional Learning Community and have been committed to this process for several years. This arises from a strong belief that a highly effective team has a greater positive effect on student learning than a team of strong individuals.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Drouin South Primary School continued to work on its strategic plan goal of building the capacity of teachers to implement agreed writing strategies and analyse student writing with a shared understanding of curriculum standards, along with the DET priority of Learning, Catch-up and Extension. Throughout 2022 the teaching staff continued to build knowledge of the 6 plus 1 Traits of writing and specifically the use of Conferring as a type of formative assessment to springboard the development of students' writing.

All teachers were engaged in collaborative inquiry cycles throughout 2022 in Professional Learning Teams. In these teams, teachers continued to refine and develop their knowledge of the mathematics curriculum across P-6. This included collaborative development of knowledge and skills at each level of the curriculum and the development, implementation and analysis of common assessment tasks. Teacher learning was driven by rigorous discussion, reflection and through shared professional readings. All of these elements were aimed at building highly effective teaching strategies to positively impact student learning.

The school continued to embed a teaching and learning model based on gradual release of responsibility delivered through a Reader's and Writer's Workshop structure. The P-2 team trained in the Sounds-Write approach and began to implement this sequential synthetic phonics program in the latter part of the year.

PLT processes included inquiry cycles in Mathematics with a focus on skills and knowledge of areas identified as the guaranteed and viable curriculum at all year levels. Teachers continued to build knowledge of the mathematics curriculum and developed collective teaching capacity through shared readings and reflective practice.

Teacher Judgement of student achievement demonstrated 75.1% of students in Years Prep to Grade 6 achieved at or above the expected standards in English and 71.3% of students at or above the expected standards in Mathematics.

NAPLAN data indicated a 4-Year average of 74.5% of students in the Top 3 Bands for Year 3 Reading (above similar schools) and 66.1% in Mathematics (also above similar schools). Year 5 data was below state and like schools.

The tutoring program operated throughout 2022 however was impacted by general teacher shortages including the challenges of replacing teachers with casual relief staff.

Future school goals for Student Learning will continue to focus on improving learning learning growth, particularly in the Year 3 to 5 area as demonstrated by the pattern of decline in Naplan results at Year 5. Teachers will continue to work in strong Professional Learning Teams to develop their capacity to use formative assessment practices to provide effective explicit teaching at the point of learning.

Wellbeing

Drouin South Primary School strives to provide a supportive and engaging learning environment for all students. This is particularly evident in the relationships built between staff, students and families throughout the course of the school year. The school continues to implement School Wide Positive Behaviour framework with fidelity as a basis to provide structure and predictability for all students and staff. We take an active approach to promoting our values of being caring, respectful learners and support this through specific lessons and through the delivery of the Respectful Relationship curriculum. Our school well-being team meets regularly to discuss cohort and individual well-being issues and to develop strategies to support students. The school chaplaincy program was re-introduced in 2022 with the employment of a new Chaplain to provide well-being supports.

The Students Attitudes to School data for 2022 shows a slight decrease in sense of connectedness at 71.4% and Management of Bullying at 65.8%. These scores will provide a good basis for direction of future well-being focus areas in 2023 and beyond.

In Term 1, all students participated in a "Start Up" program to induct students into their new classes and re-aquaint students with our school expectations and routines. Students worked with their teacher and classmates to learn more about what helps us be successful learners.

Following two years of pandemic, 2022 saw a revitalisation of the school's Prep Transition program with several sessions being held throughout Terms 3 and 4. This program was met with a positive response from new and existing families and provided opportunities for future prep students to experience school life.

The Prep/Year 6 Buddy program also contributed to developing the social confidence of both the Prep and Year 6 students throughout the 2022 school year.

Engagement

Drouin South Primary School provides stimulating learning programs and adjustments to cater for the individual needs of all students. We stress the importance of attendance through regular newsletter articles and discussions with families.

Our average number of absence days P-6 for 2022 was 20.5 days which is better than similar schools (24.0) and the state (23.3).

Our percentage attendance across each year level ranged from 88% to 91%.

Throughout the year, Drouin South Primary School Students were involved in a range of extra-curricular and enrichment activities to help engage and inspire students. These included opportunities such as Minecraft Club, Chess Club, Online Maths games, extension and enrichment activities, Buddy Program, Years 3-6 Camp, Sports clinics, Winter Sports and interschool sports, PMP, excursions, Book Week events, school concert and P-6 Swimming. Strong specialist programs in Performing and Visual Arts and Physical Education supported a comprehensive curriculum and the introduction of AUSLAN LOTE provided an opportunity for learning new skills.

Our Parent's Club also provided opportunities for rich engagement throughout the year with Colour Run, movie nights and a range of special events throughout the year.

Financial performance

Drouin South Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2022 school year in a sound financial position with a strong operating reserve to carry forward.

Program budgets for 2022 were developed in consultation with staff and school council to ensure funds were targeted towards priority areas of Learning and Well-Being. Equity funding provided opportunity to provide extra supports and adjustments for students in need as well as the purchase of literacy and numeracy resources to support classroom programs. Locally raised funds from the Farmworld Delivery Service and parent's Club fundraisers were used to upgrade drainage and develop the area surrounding school basketball court and to extend a deck area for use as an outdoor performing arts space and outdoor learning area.

Our Physical Education and Sports programs were supplemented by two Sporting Schools grants throughout the year. One of these grants subsidised the cost of the whole school swimming program making it accessible for all students.

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 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 137 students were enrolled at this school in 2022, 64 female and 73 male.

0 percent of students had English as an additional language and 4 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).

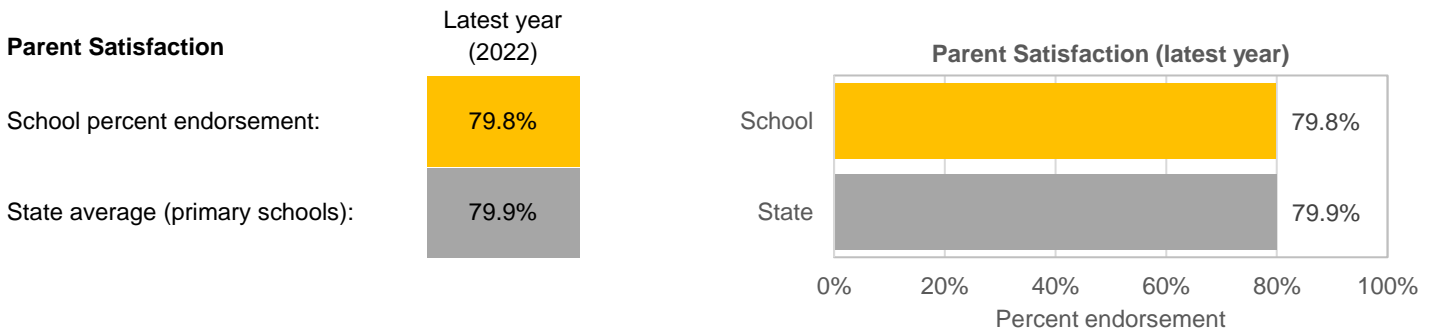
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

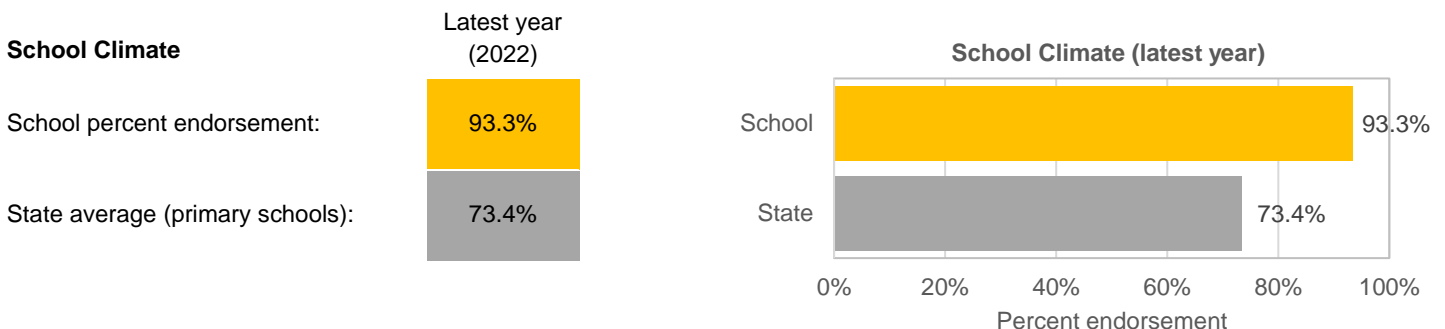


School Staff Survey

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:

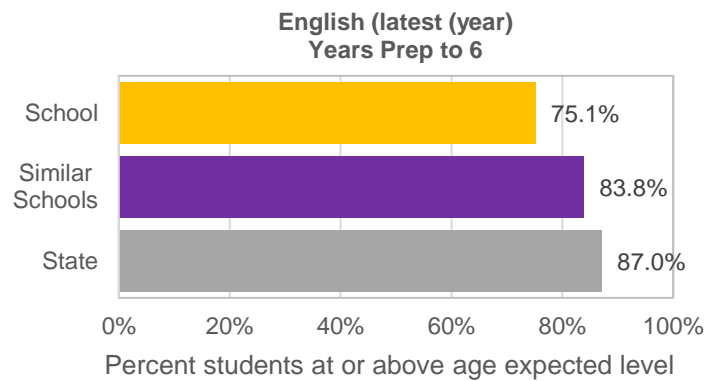
75.1%

Similar Schools average:

83.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

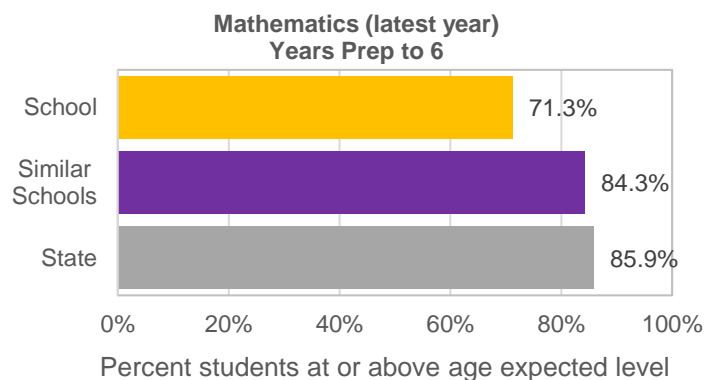
71.3%

Similar Schools average:

84.3%

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.

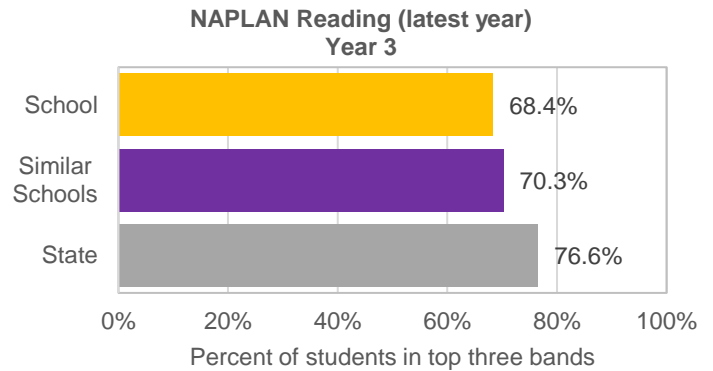
NAPLAN

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.

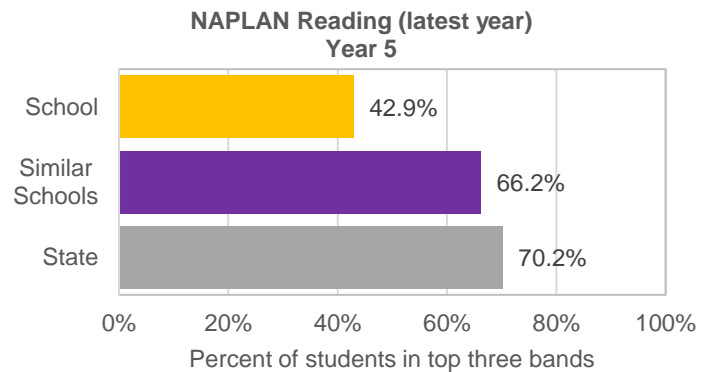
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	74.5%
Similar Schools average:	70.3%	71.4%
State average:	76.6%	76.6%



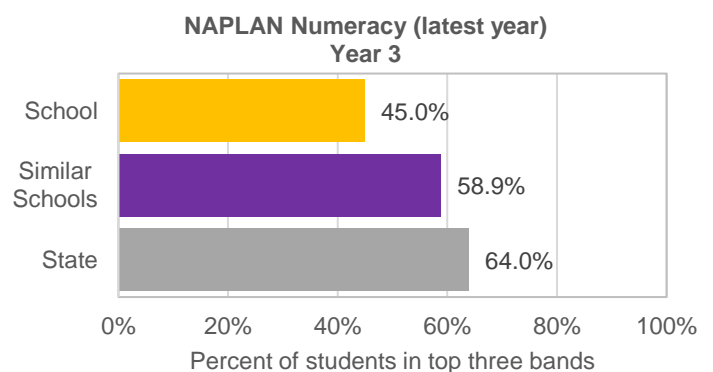
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	57.9%
Similar Schools average:	66.2%	64.7%
State average:	70.2%	69.5%



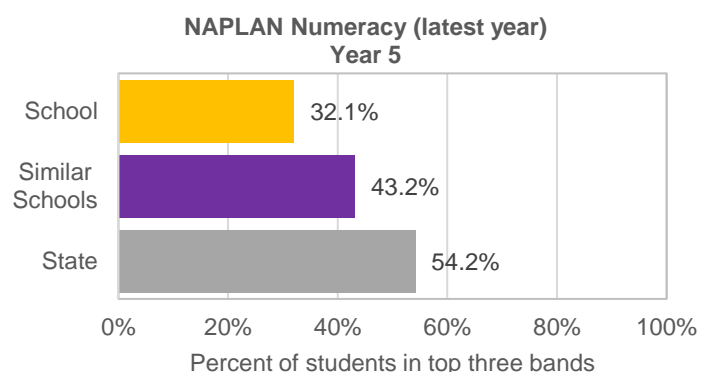
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	66.1%
Similar Schools average:	58.9%	62.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.1%	36.8%
Similar Schools average:	43.2%	49.3%
State average:	54.2%	58.8%



WELLBEING

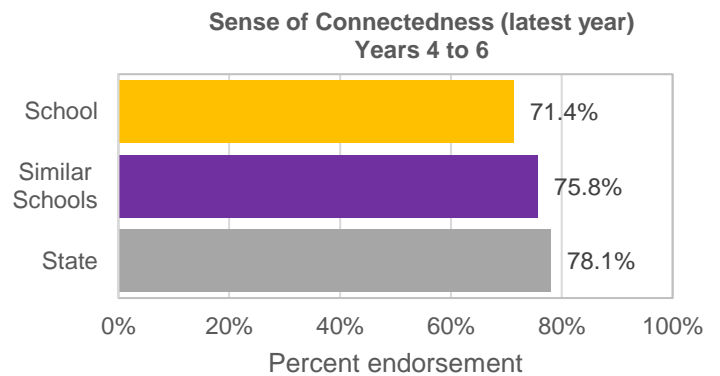
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	71.4%	73.9%
Similar Schools average:	75.8%	76.8%
State average:	78.1%	79.5%

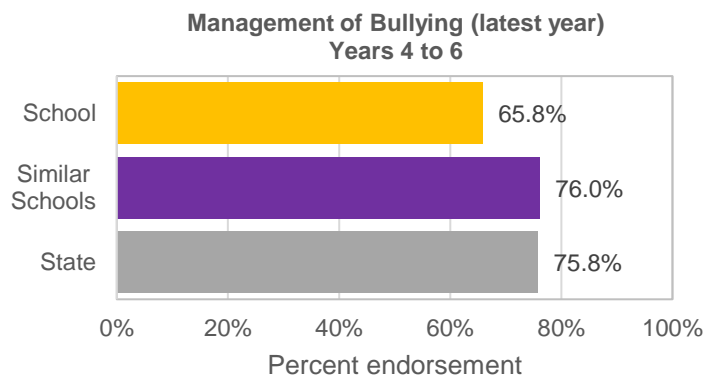


Student Attitudes to School – Management of Bullying

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:	65.8%	68.0%
Similar Schools average:	76.0%	77.4%
State average:	75.8%	78.3%



ENGAGEMENT

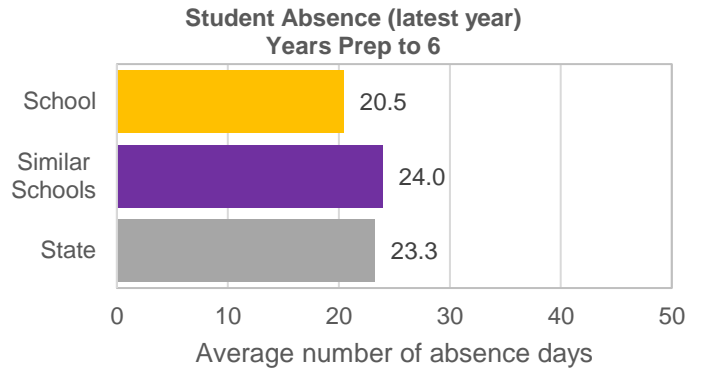
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.5	18.0
Similar Schools average:	24.0	17.7
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):	90%	91%	89%	91%	88%	88%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,478,598
Government Provided DET Grants	\$216,000
Government Grants Commonwealth	\$50,474
Government Grants State	\$34,781
Revenue Other	\$3,374
Locally Raised Funds	\$106,605
Capital Grants	\$0
Total Operating Revenue	\$1,889,831

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,692
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$41,692

Expenditure	Actual
Student Resource Package ²	\$1,393,284
Adjustments	\$0
Books & Publications	\$419
Camps/Excursions/Activities	\$35,926
Communication Costs	\$2,328
Consumables	\$30,019
Miscellaneous Expense ³	\$5,464
Professional Development	\$5,213
Equipment/Maintenance/Hire	\$10,641
Property Services	\$97,467
Salaries & Allowances ⁴	\$101,555
Support Services	\$24,285
Trading & Fundraising	\$15,137
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,302
Total Operating Expenditure	\$1,749,040
Net Operating Surplus/-Deficit	\$140,791
Asset Acquisitions	\$0

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

Funds available	Actual
High Yield Investment Account	\$175,211
Official Account	\$17,981
Other Accounts	\$0
Total Funds Available	\$193,192

Financial Commitments	Actual
Operating Reserve	\$50,707
Other Recurrent Expenditure	\$16,315
Provision Accounts	\$0
Funds Received in Advance	\$10,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$725
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$29,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$106,747

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.